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Holmes Elementary School

1175 NW 67TH ST, Miami, FL 33150

<http://holmes.dadeschools.net>

Demographics

Principal: Launa Fuller

Start Date for this Principal: 8/13/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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 (42%) 2017-18: D (35%) 2016-17: C (49%)
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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Holmes Elementary School

1175 NW 67TH ST, Miami, FL 33150

<http://holmes.dadeschools.net>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">96%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">100%</p>

School Grades History

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

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SIP Authority

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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.

At Holmes Elementary School our mission for the 2021-2022 school year is to produce successful lifelong learners. During this mission we will incorporate strategies that create a culture of high expectations in a strong educational atmosphere that is positive, safe and engaging for all students.

Provide the school's vision statement.

Our vision at Holmes Elementary School for the 2021-2022 school year is to develop well-rounded students who aspire to achieve their full potential. This vision, shared by all, will strengthen instructional capacity, incorporate meaningful parent engagement, and unify the relationship between our school and all stakeholders.

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
Fuller, Launa	Principal	<p>Ms. Launa Fuller, is the principal of Holmes Elementary School. Her duties and responsibilities include overseeing all aspects of day-to-day building operations. These task include but are not limited to curriculum, student achievement, payroll, personnel and safety. Her leadership style is one that empowers all members of her staff. Her leadership team members understand the task and are willing and ready to help move Holmes Elementary School to the next level.</p>
Johnson, Cliffina	Assistant Principal	<p>Ms. Johnson is the Assistant Principal. Her responsibilities include:</p> <ul style="list-style-type: none"> Principal's Designee Overseeing all grade levels Attendance (Student/Staff) Gradebook Manager Curriculum & Instruction / (All Grade Level Chairs) ESOL Fire Drills (Emergency Preparedness) Free & Reduced Meal Program Gradebook Manager IPEGs Evaluations PTSA / Parent Involvement Master Schedule (SIP) School Improvement Plan School Support Personnel Property Control Technology Textbooks Inventory Title I Testing Chairperson Other responsibilities assigned by the Principal
Cash, Carol	Reading Coach	<p>Ms. Carol Cash is our Instructional Literacy Coach (Intermediate Grades) Her duties and responsibilities include:</p> <ul style="list-style-type: none"> Articulation Common Planning Sessions (Weekly) Curriculum & Instruction Interventions Master Schedule Monitoring Student Achievement School-wide Data Trackers Gradebook Mgr (B/U) (SIP) School Improvement Plan Textbooks Future Educators of America
Harris, D'Andrea	Math Coach	<p>Support the development of high quality/effective math instruction at school site; observe and coach developing math teachers to improve instructional</p>

Name	Position Title	Job Duties and Responsibilities
		<p>planning, teaching practice, and the use of data, assessment, and instructional technology. Work with various teams (administrators, teachers, leaders) to facilitate analysis of data provided by diagnostics, common assessments, and formative assessments. Help teacher teams develop both school wide and classroom intervention plans.</p>
Dawkins, Matthew	Teacher, ESE	<p>Mr. Dawkins is our ESE teacher for intermediate grades. Some of his additional duties include: Behavior Plans/Contracts Discipline ESE (IEPs) Master Schedule Monitoring Student Achievement (Data) ESE (SIP) School Improvement Plan SSTs/Staffings/RTi Process Student Services SCAMs (Discipline)</p>
Ferguson, Jessica	Teacher, ESE	<p>Ms. Ferguson is our ESE instructor for primary grades. Her duties and responsibilities include assisting teachers and students with ESE accommodations as well as assisting LEA with referral of primary students for MTSS process.</p>
Cherazard, Sherrill	School Counselor	<p>Ms. Cherazard is our Success Coach. She is responsible for meeting with students to assist them with dealing with emotional issues and providing them with first daily counseling as needed. Other responsibilities include BabyBull Pride (Weekly) Bully Free Zone Classroom Sessions Counseling Sessions (Weekly logs) New Teacher Buddy System Parental Involvement/PTSA Professional Development (SIP) School Improvement Plan Student Recognition United Way SCAMs (Student Services) Values Matter</p>
Rey, Tangela	School Counselor	<p>Ms. Rey is our Guidance Counselor. Her main responsibilities include: Attendance (iAttend) Activities & Assemblies Committees LEA/ESE (IEPs) Fieldtrips Interns/Field Experience Students</p>

Name	Position Title	Job Duties and Responsibilities
		Morning Announcements Parental Involvement/PTSA (SIP) School Improvement Plan SSTs/Staffings/RTi Process Student Recognition Student Services United Way
Jackson-Houghteling, Jacqueline	Teacher, PreK	Ms. Jackson-Houghteling is our UTD Stewart.
Davis-Wright, Nashay	Instructional Coach	Ms. Davis-Wright is our Instructional Literacy Coach for primary grades K-2. Her responsibilities include: Articulation Common Planning Sessions (Weekly) Curriculum & Instruction Interventions Master Schedule Monitoring Student Achievement School-wide Data Trackers (SIP) School Improvement Plan Textbooks

Demographic Information

Principal start date

Thursday 8/13/2020, Launa Fuller

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.*

4

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.*

6

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

303

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

2

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

4

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	21	49	42	47	48	58	0	0	0	0	0	0	0	265
Attendance below 90 percent	8	25	18	23	17	24	0	0	0	0	0	0	0	115
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	7	5	6	2	0	0	0	0	0	0	0	20
Course failure in Math	0	0	1	3	0	5	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Number of students with a substantial reading deficiency	0	13	27	33	24	25	0	0	0	0	0	0	0	122

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	6	4	3	10	0	0	0	0	0	0	0	23

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	0	4	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Tuesday 7/27/2021

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	53	47	52	58	61	63	0	0	0	0	0	0	0	334
Attendance below 90 percent	24	18	24	19	24	24	0	0	0	0	0	0	0	133
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	5	10	2	5	0	0	0	0	0	0	0	28
Course failure in Math	0	1	3	0	5	4	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	6	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	6	14	0	0	0	0	0	0	0	20

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	6	4	5	10	14	0	0	0	0	0	0	0	39

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	0	0	4	2	0	0	0	0	0	0	0	6

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				30%	62%	57%	22%	62%	56%
ELA Learning Gains				50%	62%	58%	40%	62%	55%
ELA Lowest 25th Percentile				50%	58%	53%	56%	59%	48%
Math Achievement				45%	69%	63%	34%	69%	62%
Math Learning Gains				54%	66%	62%	35%	64%	59%
Math Lowest 25th Percentile				44%	55%	51%	45%	55%	47%
Science Achievement				21%	55%	53%	15%	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	30%	60%	-30%	58%	-28%
Cohort Comparison						
04	2021					
	2019	25%	64%	-39%	58%	-33%
Cohort Comparison		-30%				
05	2021					
	2019	25%	60%	-35%	56%	-31%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	67%	-19%	62%	-14%
Cohort Comparison						
04	2021					
	2019	35%	69%	-34%	64%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-48%				
05	2021					
	2019	40%	65%	-25%	60%	-20%
Cohort Comparison		-35%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	18%	53%	-35%	53%	-35%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

During the 2020-2021 school year, the monitoring tool used for all students in grades Kindergarten through fifth was the results from iReady AP1, Ap2 and AP3. In fifth grade science the monitoring tool used was the Science mid-year assessment.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	27	34
	Economically Disadvantaged	27	27	34
	Students With Disabilities			
Mathematics	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	18	34
	Economically Disadvantaged	23	18	34
	Students With Disabilities			
	English Language Learners			

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	28	37
	Economically Disadvantaged	19	28	37
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	26	41
	Economically Disadvantaged	15	26	41
	Students With Disabilities			
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	30	43
	Economically Disadvantaged	15	21	36
	Students With Disabilities			20
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15	21	36
	Economically Disadvantaged	15	21	36
	Students With Disabilities			20
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	23	17
	Economically Disadvantaged	12	23	17
	Students With Disabilities	33	20	17
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	28	43
	Economically Disadvantaged	14	28	43
	Students With Disabilities	17	20	17
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13	24	40
	Economically Disadvantaged	13	24	40
	Students With Disabilities			20
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	26	37
	Economically Disadvantaged	14	26	37
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		57	
	Economically Disadvantaged		57	
	Students With Disabilities			
	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				13							
BLK	22	27	27	34	20	10	22				
HSP	21			29							
FRL	22	30	38	33	19	15	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	4	26	50	8	39	40					
ELL	40	55		20	45						
BLK	30	50	52	46	56	43	19				
HSP	33	64		40	50						
FRL	30	50	50	45	54	44	21				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	4	36	50		6	10					
ELL	21	55		43	36						
BLK	24	40	58	34	35	46	17				
HSP	10	50		45	43						
FRL	22	40	56	34	35	45	15				

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	26
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	
Total Points Earned for the Federal Index	180
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	7

Students With Disabilities	
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	23
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	25
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	26
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?

After reviewing the 2019 FSA data, we found that "Students with Disabilities" was the most concerning subgroup. Based on the results, only 4% of students in this subgroup were proficient. In comparison to other grade levels, the 2019 FSA data also shows that fourth grade had the smallest amount of proficient students with the least amount of learning gains. The emerging trend from 2021 FSA Spring Assessment data showed that there were regression in the area of reading and mathematics. When analyzing the grade 3-5 data from the 2019 data results to the 2021 data results, it was revealed that fifth grade mathematics, had the largest decrease in all accountable areas - proficiency, learning gains, and L25 learning gains. When analyzing reading data from the 2021 FSA Spring Assessment, fourth grade proficiency (15%) was significant lower than the reading proficiency in third grade (26%) and in fifth grade (27%).

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

A review of the 2019 FSA Spring results shows that ELA is the greatest area in need of improvement. Based off progress monitoring, only 27% of students in grades 3 - 5 were proficiency in ELA.

A review of the 2021 FSA Spring data showed that mathematics was the subject area with the most significant decrease - specifically in the accountable areas of "learning gains" and "L25 learning gains." The mathematics accountable area of "proficiency" decreased by 12 percentage points, "learning gains" decreased by 35 percentage points, and "L25 learning gains" decreased by 29 percentage points. Therefore there is a need of improvement in the mathematics' instruction and practices.

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

Contributing factors that led to ELA being the greatest area in need of improvement included:

1. Limited amount of student engagement in accountability grade levels
2. Teacher capacity
3. More than 50% of students performing 2 or more grade levels below grade level expectation
4. Limited exposure to vocabulary and phonics resources

New factors needed to be taken to address this need for improvement includes:

1. Incorporating strategies to increase student engagement in all grades
2. Provide meaningful in-house professional development (ongoing)
3. More intense focus on Tier 2 students
4. Deliberate instruction of Tier 2 Intervention Resources

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

According to the 2019 FSA results, it is evident that mathematics was the area of most improvement. Based off progress monitoring, 42% of students in grades 3rd - 5th were proficient and fifty-three of these students made learning gains.

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

Contributing factors that led to Mathematics being the area of most improvement included:

1. Teachers attended weekly collaborative planning session
2. Instructional Math Coach capacity/ability/years of experience
3. Student accountable talk

New actions taken in the area of Mathematics included:

1. Mini Professional Development opportunities during collaborative planning sessions
2. White-boarding - increased student engagement
3. Differentiated Instruction with fidelity

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

Strategies implemented in order to accelerate learning in Mathematics will include:

1. Increased Student Engagement
2. Checking for understanding
3. Monitoring of more meaningful collaborated planning sessions
4. Continued building capacity of Instructional Math Coach (new)

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 development opportunities that will be provided at the school to support teachers and leaders will start with a school-wide Professional Development Calendar. This calendar will be comprised of results from our needs assessment survey sent to all staff members.

Additional professional development provide will include:

1. iReady PD
2. ELA Resources
3. Intervention
4. IPEGS
5. Math Best Practices
6. Science Labs

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

For the 2021-2022 school year, additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will begin with creating a culture of high expectations, building positive learning environments, building capacity of instructional delivery, providing strategic support to both primary and intermediate grade levels across all contents.

Creating a culture of high expectations by:

1. Discussing Student Code of Conduct during opening of school grade level orientations.
2. Meeting with each grade level once per semester to discuss our Bully Free school zone
3. Continuing real time communication with all stakeholders
4. Using all forms of communication to increase parent engagement and support
5. Attending and monitoring collaborative planning sessions from planning stages to delivery of instruction.

Building a positive learning environment by:

1. Providing weekly, monthly and quarterly incentives for students based on performance
2. Providing monthly recognition opportunities for faculty and staff members
3. Providing and monitoring a clean and safe learning environment

Building capacity of instructional delivery by:

1. Effective use of Instruction Literacy Coaches (primary/intermediate)
2. Effective use of Interventionists (primary/intermediate)
3. Providing all necessary resources and materials in a timely manner
4. Homogenous grouping of sub-groups in ELA classes to increase push-in support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Based on the results from the 2019-2020 SIP AP summary, the percentage of learning gains for students when compared to Tier 1 Watch/T2/T3 schools was 9% less in grade four, 6% less in grade three and only 3% higher in grade five. The 2021 FSA results showed that students regressed in all accountable categories in reading and mathematics. When comparing the 2019 FSA results to the 2020 FSA result, reading proficiency decreased from 30% to 22% and mathematics proficiency decrease from 45% to 33%. Research has proven that there is a direct correlation to engagement and an increase in student achievement. Therefore, engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. If we successfully implement student engagement as a school-wide area of focus we anticipate a 10% point increase in overall reading and mathematics proficiency.

Measurable Outcome: If we successfully implement Student Engagement as a strategy, then students that are one or more grade-levels below will increase by a minimum of 10 percentage points.

In order to meet the desired outcome of this area of focus, student engagement will be monitored through:

- Monitoring:**
1. Weekly administrative walkthroughs,
 2. Weekly iReady usage,
 3. Student performance on school-wide data tracker,
 4. Use of resources during Tier 2 Intervention
 5. Use of resources in whole group and small group instruction

Person responsible for monitoring outcome: Cliffina Johnson (washingtonc@dadeschools.net)

Evidence-based Strategy: The evidence based strategy being implemented for this are of focus is: "Ongoing Progress Monitoring" through the use of school-wide trackers.

Rationale for Evidence-based Strategy: Within the Targeted Element of Student Engagement our school will focus on the evidence-based strategy of progress monitoring which will support with monitoring the effectiveness of instruction and making data-driven instructional decisions.

Action Steps to Implement

Action Step 1:
Administrative Walkthroughs will be conducted to monitor student engagement in each class K-5.

Date(s): 09/01/21 - 10/11/21

Person Responsible Launa Fuller (pr2501@dadeschools.net)

Action Step 2:
Collaborative planning will take place to discuss best strategies during whole group instruction across all curriculums K-5 to increase student engagement.

Date(s): 08/20/21 - 10/11/21

Person Responsible Carol Cash (carolcash@dadeschools.net)

Action Step 3:
Individualized white boards utilized during DI, intervention as well as during whole group to increase student engagement and check for understanding.

Date(s): 09/01/21 - 10/11/21

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 4:
Curriculum team will meet monthly with all grade levels per subject area to share engagement strategies and best-practices.

Date(s): 09/13/21 - 10/11/21

Person Responsible Carol Cash (carolcash@dadeschools.net)

Action Step 5:
Highly engaged classes Kg-5th across all curriculums will be recognized weekly, spotlighted on school social media pages and morning announcements, highlighting best practices to be shared during monthly faculty meeting. The increase of positive data trends will be discussed and aligned to increased student engagement.

Date(s): 11/01/21 - 12/17/21

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 6:
In order to share schoolwide expectations, on select Wednesdays, teachers will be giving the opportunity to conduct classroom walkthroughs of model classes. Teacher leaders in the building will also share some of their engagement best practices and it's alignment to increased positive data trends with the faculty and staff during faculty/grade-level meetings.

Date(s): 11/01/21 - 12/17/21

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 7:
Every Friday will be Fun (Engagement) Fridays. The School Leadership Team will conduct walkthroughs to highlight and monitor the classes with the most engagement. Pictures and videos of "student engagement" will be shared in the school's group chat and social media accounts.

Date(s): 01/30/22 - 04/29/22

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 8:
We will continue the efforts of teachers been giving the opportunity to conduct classroom walkthroughs of model classes.

Date(s): 01/30/22 - 04/29/22

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

#2. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, we will focus on the targeted area of Professional Learning Community. Teacher responses showed a 4% point increase from the 2019 - 2020 to the 2020 - 2021 school year.

Measurable Outcome: If we are successful with the Professional Learning element, there will be an increase in school offered professional developments combined with the encouraging of teachers to attend District offered professional developments as well. This will be realized when teachers attend one or more PD's than they attended the previous year by the end of the 2021-2022 school year.

Monitoring: The area of Professional Learning Community will be monitored by ensuring that the School Leadership Team (SLT) with the teachers' feedback will create a Professional Development Plan (calendar). SLT will work with the PD Liaison to ensure that teachers' are receiving deliberate trainings. Administrators will ensure that teachers turnkey information what they learned in PD's, return to the school to transmit practical knowledge to colleagues which can be implemented school wide just not in that teachers classroom.

Person responsible for monitoring outcome: Sherrill Cherazard (scherazard@dadeschools.net)

Evidence-based Strategy: The strategy that will be implemented for Professional Learning Community will be Job-Embedded Professional Development (JEPD).

Rationale for Evidence-based Strategy: Focusing on job-embedded professional development as an evidence-based strategy will ensure teachers are receiving trainings that is aligned to their professional needs as well as the needs of their students.

Action Steps to Implement

Action Step 1:
Provide quality in-house professional development during Opening of Schools mandatory Professional Development Day across all contents.

Date: 8/18/2021

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 2:
Send members of the ESE Team to ESE Bootcamp to turnkey information pertaining to successfully referring students through MTSS process.

Date(s): 8/3/2021 - 8/20/2021

Person Responsible Matthew Dawkins (mjdawkins@dadeschools.net)

Action Step 3 : Provide opportunity at every faculty meetings for teachers to present best practices or information obtained from professional development attended District wide.

Date(s): 08/13/21 - 10/11/21

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 4 : Offer in-house mini professional development opportunities on the last Wednesday of every other month beginning in October 2021 that covers ongoing development of newly adopted McGraw-hill resources, SEL strategies., and IPEGs.

Date(s): 10/13/21 - 10/11/21

Person Responsible Sherrill Cherazard (scherazard@dadeschools.net)

Action Step 5: PD Liaison and Assistant Principal will create a PD Survey to assist with developing trainings and a schoolwide PD calendar that is tailored to teachers' needs.

Date(s): 11/01/21-12/17/21

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 6: The leadership team will continue to provide opportunity at faculty meetings for teachers to present best practices or information obtained from professional development attended district-wide.

Date(s): 11/01/21 - 12/17/21

Person Responsible Carol Cash (carolcash@dadeschools.net)

Action Step 7: Staff will be provided the opportunity to turnkey what they learned at various Professional Development during collaborative planning. Additionally, the Professional Development Liaison will monitor evidence of PDs by conducting walkthroughs in search of "look-fors" from given PDs.

Person Responsible Sherrill Cherazard (scherazard@dadeschools.net)

Action Step 8. The PD Liaison and administrative team will continue to refer staff members to on-going professional developments to further their professional growth which will build capacity within the school.

Date(s) 1/31/22-4/29/22

Person Responsible Sherrill Cherazard (scherazard@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Positive Behavior Intervention and Support as an area of focus. The data indicated that students feel safe at school, yet there are other areas of concern that they have pertaining to safety. The data from the Student School Climate Survey shows that 71% of the students identify "Bullying" is a problem.

Measurable Outcome: If the Targeted Element of Positive Behavior Intervention and Support are implemented with fidelity, then the concerns of the students will be mitigated through the plan to show a 50% point decrease on the 2022 Student Climate Survey Report.

Monitoring: The Student Services Team will monitor the Positive Behavior Intervention and Support by following a detailed plan of lessons to mitigating the pattern of perceived bullying.

Person responsible for monitoring outcome: Sherrill Cherazard (scherazard@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Positive Behavior and Intervention, our school will use Inclusivity, Tolerance, and Anti-Bullying and Social and Emotional Learning strategies. These strategies will assist with empowering to voice their concerns and curb their perception of bullying and harassments.

Rationale for Evidence-based Strategy: Addressing the child individually being heard will establish an environment where students and staff feel safe from physical harm, teasing, gossip, and exclusion in school and/or social media. Students concerns will be monitored by school counselor to mitigate the pattern of perceived bullying.

Action Steps to Implement

Action Step 1: The year will begin with grade level orientation meetings to discuss our Code of Student Conduct school expectations and behaviors. They will invite outside sources and partnership organizations to attend and speak with our students as well.

Date(s): 08/30/21 - 10/11/21

Person Responsible Matthew Dawkins (mjdawkins@dadeschools.net)

Action Step 2: The Student Services Team will provide a school-wide calendar of events that summarizes Bullying prevention sessions offered once a semester per grade level during their special area blocks. They will also begin student group sessions inviting outside sources to attend and speak with our students.

Date(s): 08/25/21

Person Responsible Sherrill Cherazard (scherazard@dadeschools.net)

Action Step 3: Members of the Student Services Team will begin meeting with individual students during the first semester of school to discuss goals and challenges if any.

Date(s): 10/04/21

Person Responsible Tangela Rey (tdrey@dadeschools.net)

Action Step 4: Students will be identified weekly for Bull Pride as well as monthly for Values Matters. These students will receive prizes and certificates.

Date(s): 09/09/21 - 10/11/21

Person Responsible Sherrill Cherazard (scherazard@dadeschools.net)

Action Step 5: Student Services Team will meet to analyze current infractions in relationship to the anti-bullying and student code of conduct trainings and new intervention topics for the second nine-weeks.

Date(s): 11/01/21 - 12/17/21

Person Responsible Sherrill Cherazard (scherazard@dadeschools.net)

Action Step 6: Student Services Team will solicit outside support to train faculty and staff with dealing with student trauma and positive behavior systems in the classroom.

Date(s): 11/01/21 - 12/17/21

Person Responsible Sherrill Cherazard (scherazard@dadeschools.net)

Action Step 7: The Student Service Team will work with the City of Miami Police Department to implement the "Do the Right Thing" initiative. Each month select students will be rewarded for their positive behavior by having lunch with a City of Miami Police Officer.

Date(s): 01/31/22 - 04/29/22

Person Responsible Tangela Rey (tdrey@dadeschools.net)

Action Step 8: Based on the data from the Midyear climate survey, 22% of students stated that our school was not as clean as needed. Thus, the Student Services Team will work with the science teachers to have an environmental clean-up day as an Earth Day Celebration.

Date(s): 04/22/22

Person Responsible Tangela Rey (tdrey@dadeschools.net)

#4. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: Based on qualitative data from the School Climate and the SIP survey and review of the Core Leadership Competencies, we want to use the targeted element of Leadership Development. Teachers in the educational setting did not feel that they had many opportunities to learn, develop and display leadership abilities. As a result, we want to empower our teachers to take more of a leadership role by allowing them to catalyze ideas and being apart of the decision-making process involving school wide activities.

Measurable Outcome: If we successfully implement the Targeted Element of Leadership Development, our teachers will be afforded the opportunity to present ideas in faculty, collaborative/planning meetings and to the SLT. This will be accomplished through teachers participating in the planning, conduction and the problem solving of these meetings. The percentage of teachers in leadership roles will increase by at least 10% during the 2021-2022 school year.

Monitoring: The School Leadership Team will appoint capable staff members that show interest in serving in various leadership capacities. By inspiring teachers, the SLT hopes to cultivate a symbiotic leadership dynamic. This initiative will be demonstrated by teacher leaders offering support to their colleagues in various capacities. This will be evident when teachers display knowledge they have learned during school-wide meetings involving the SLT and other faculty members.

Person responsible for monitoring outcome: Launa Fuller (pr2501@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be used will be to support the Area of Focus is "Developing Leadership." due to our need to inspire leadership capacity among all members of the school community.

Rationale for Evidence-based Strategy: In Developing Leadership, teachers, staff, parents and principals collaborate to solve problems and foster a stimulating school climate that invokes student learning. This can be attained by accepting that multiple leadership styles are essential. By engaging all stakeholders in working together towards shared objectives and ensuring all members share responsibility and accountability.

Action Steps to Implement

Action Step 1: This year's school Mission and Vision statement will be posted in the main office and throughout the building to remind all stakeholders of their part in attaining the school goal.

Date(s): 08/20/21

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 2: Teachers will be selected to provide professional development and the use of best practices at many of the faculty meetings.

Date(s): 10/09/21 - 10/11/21

Person Responsible Launa Fuller (pr2501@dadeschools.net)

Action Step 3: Teacher Leaders will be identified to take on administrative tasks as well as invited to attend Leadership Team meetings for observation and feedback.

Date(s): 10/18/21 - 10/11/21

Person Responsible Launa Fuller (pr2501@dadeschools.net)

Action Step 4: Leadership opportunities will be assigned to teachers who have never had the opportunity to do anything outside of the classroom. Positions like Instructional coach, Dean of Discipline and Extended Learning Organizer as a few named positions that will be offered.

Date(s): 11/18/21 - 10/11/21

Person Responsible D'Andrea Harris (324876@dadeschools.net)

Action Step 5: Teacher leaders that were identified to lead school initiatives will share their experiences with staff during faculty meeting. Teacher leaders will also assist with the development of potential teacher leaders.

Date(s): 11/01/21 - 12/17/21

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 6: Non-Instructional staff will be identified to take on leadership roles and administrative tasks. Administration team will begin by focusing on the development the 5000 Role Site Directors. This will help with developing positive role models and mentors for our male students.

Date(s): 11/01/21 - 12/17/21

Person Responsible Launa Fuller (pr2501@dadeschools.net)

Action Step 7: We will continue to identify instructional and non-Instructional staff members to take on leadership roles and administrative tasks.

Date(s): 1/31/22- 4/29/22

Person Responsible Launa Fuller (pr2501@dadeschools.net)

Action Step 8: Teachers will transition to facilitating collaborative planning. Teachers will also develop an agenda and identify the focal point for academic best practices during the planning.

Date(s) 2/18/22- 4/29/22

Person Responsible D'Andrea Harris (324876@dadeschools.net)

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: According to the 2020-2021 FSA results, 78% of the student at Holmes Elementary School are reading below proficiency. This deficit is an eight percentage point decrease from the 2019 FSA results. There is a need to close the reading gap by individualizing instruction to improve achievement gains.

Measurable Outcome: Holmes Elementary School will improve overall reading proficiency and learning gains on the 2022 Florida Standard Assessment Spring Administration. The goal is to show an increase in students scoring a Level 3 or higher by 10 percentage points. In the area of learning gains, the goal is to show an increase of 20 percentage points for students in grades 3-5 when comparing the 2021 FSA ELA data to the 2022 FSA ELA data.

Monitoring: The area of focus will be monitored by:

- * Weekly walkthroughs during small group instruction.
- * iReady lessons pass rate as well as instructional usage.
- * Weekly collaborative planning meetings with a focus on DI and data-driven instruction.
- * Monitoring intervention and interventionists to ensure that that intervention is occurring with fidelity.

Person responsible for monitoring outcome: Cliffina Johnson (washingtonc@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of "Differentiated Instruction" (DI).

Rationale for Evidence-based Strategy: Focusing on the area of "differentiated instruction" as a evidence-based strategy will ensure that teachers are planning for and utilizing resources that are customized to student needs. Which will assist with closing the reading achievement gap for our students.

Action Steps to Implement

Action Step 1: The leadership team will meet to discuss academic area for improvement in reading focusing on the implementation and monitoring of D.I.

Date(s): 09/20/21 - 09/24/21

Person Responsible Cliffina Johnson (washingtonc@dadeschools.net)

Action Step 2: The primary and intermediate ELA instructional coaches will analyze data and current instructional practices to set school-wide expectations and look-fors for DI.

Date(s): 09/20/21 - 09/24/21

Person Responsible Carol Cash (carolcash@dadeschools.net)

Action Step 3: During collaborative planning the instructional coaches will share the expectations with teachers and interventionists. Additionally, coaches will collaborate with teachers to develop additional systems and routines to streamline DI.

Date(s): 09/20/21 - 10/11/21

Person Responsible Nashay Davis-Wright (nashaydm@dadeschools.net)

Action Step 4: During the reading TLC instruction, teachers will follow the accelerated learning protocols to mitigate the loss of learning as well as drive the data provided from the Progress Monitoring Assessments (PMA).

Date(s): 09/20/21 - 10/11/21 (ongoing)

Person Responsible Carol Cash (carolcash@dadeschools.net)

Action Step 5: During collaborative planning, teachers and coaches will consistently analyze data and align resources for small group instruction during DI.

Date(s): 09/20/21 - 10/11/21 (ongoing)

Person Responsible Carol Cash (carolcash@dadeschools.net)

Action Step 6: Curriculum team will collaborate with select teachers to customize and tailor the district's DI "Reading Learning Acceleration" framework in each grade-level to meet the needs of the learners.

Date(s): 11/01/21 - 12/17/21

Person Responsible Carol Cash (carolcash@dadeschools.net)

Step 7: During weekly collaborative planning meetings, literacy coaches and teachers will identify the targeted standards to be addressed during 60 minute DI rotations. Focused outcomes will include fluid groups, monitoring data from small group instruction and discussing impact of resources, systems and support provided during small group instruction.

Date(s): 11/01/21 - 12/17/21

Person Responsible Carol Cash (carolcash@dadeschools.net)

Step 8: The instructional reading coaches and teachers will continue to utilize the tested standards of the Progress Monitoring Assessment (PMA) bi-weeklies to drive small group instruction using the "Learning Accelerated Options for Differentiated Instruction".

Date(s): 01/30/2022-04/29/2022 (on-going)

Person Responsible Nashay Davis-Wright (nashaydm@dadeschools.net)

Step 9: After reviewing AP2 I-Ready Reading data, the instructional reading coaches and teachers will create small strategic learning groups that will target students who are proficient as well as those who are on target to proficiency and learning gains. Additionally, the L25 students will be grouped to receive research-based strategies for struggling readers on targeted standards. The L25 students will receive this differentiated instructional support twice a week.

Date(s): 01/30/2022-04/29/2022

Person Responsible Carol Cash (carolcash@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.

Holmes Elementary School reported 0.9 incidents per 100 students which is 0.1 less than the state's elementary incident reporting rate. Holmes Elementary School suspension rate was 0.0 which was significantly less than the district and the state average.

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.

Our strengths within our School Culture are in Relationships and Engaging Learning Environment. Our school creates experiences throughout the year by providing incentives, rewards, awards, and public recognition for our students, teachers, and families. We also ensure information was communicated with all stakeholders through the school's website, social media, school's marquee, monthly family calendar, and in-house school group text message.

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

The stakeholders involved in building a positive school culture and environment are the School's Leadership Team which consist of the principal, assistant principal, counselors, Teacher Leaders, and Instructional Coaches. The Teachers also contributed to the positive school culture by their actions in the classroom. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team building and morale boosting activities. The Assistant Principal will monitor and assist in ensuring all information is shared with stakeholders in a timely manner. The Counselors ensure the morale boosting activities take place and happen throughout the school. Teachers and Instructional Coaches assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
5	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00