



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Barbara Hawkins Elementary School

19010 NW 37TH AVE

Miami Gardens, FL 33056

305-624-2615

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 94%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 D	2012-13 C	2011-12 D	2010-11 C
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	18
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	24
Part III: Coordination and Integration	31
Appendix 1: Professional Development Plan to Support Goals	34
Appendix 2: Budget to Support Goals	36

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Barbara Hawkins Elem. School

Principal

Rhonda Y. Williams

School Advisory Council chair

Derek Negron

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Rhonda Williams, Principal	Dannette Aviles, Assisatnt Principal
Mildred Moore, Reading Coach	Craig Uptgrow, STEM Coach
Patricia Mergner, Counselor	Dorothy Hammer, UTD Stewart

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal - 1, Alternate principal - 1, UTD steward – 1, teachers – 5, alternate teacher – 1, parents – 5, alternate parent – 1, educational support - 1, alternate education support – 1, student – 1, alternate student – 1, BCR – 3,

Involvement of the SAC in the development of the SIP

The EESAC has scheduled and conducted meetings to assist in the preparation and evaluation of the SIP. EESAC will review all applicable student performance data, determine student needs and prioritize them and recommend strategies to improve areas of need. In order to ensure that all District and State timelines are met the implementation of the School Improvement Plan will be reviewed and monitored throughout the year by all stakeholders.

Activities of the SAC for the upcoming school year

The Educational Excellence School Advisory Council is the sole body responsible for final decision-making at the school relating to the implementation of the School Improvement Plan. The funds will be

used to purchase student incentives to promote attendance, academic excellence and positive behavior. The implementation of the School Improvement Plan will be reviewed and monitored throughout the year by all stakeholders. The EESAC will review the strategies and action steps that have been taken both mid-year and end-of-year. The EESAC will review at the end of the year which strategies implemented were effective and identify which areas may need adjustments in order to increase effectiveness.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be utilized for student incentives to promote attendance, academic excellence and positive behavior. During winter EESAC meetings discussions will be held to vote on how to spend additional EESAC funds to continue to promote attendance, academic excellence and positive behavior. Tentative EESAC funds will be projected at \$1730.00 (Incentives for Attendance/Positive Behavior \$530, Academic Achievements incentives \$1200.00)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Rhonda Y. Williams

Principal

Years as Administrator: 15

Years at Current School: 4

Credentials

Mathematics, Chemistry, MG General Science, Middle Grades,
Educational
Leadership

Performance Record

2013 – School Grade C
Rdg. Proficiency, 39%
Math Proficiency, 54%
Rdg. Lrg. Gains, 73 points
Math Lrg. Gains, 63 points
Rdg. Imp. of Lowest 25% -
75 points
Math Imp. of Lowest 25% -
58 points
Rdg. AMO –52
Math AMO–63
2012 – School Grade D
Rdg. Proficiency, 38%
Math Proficiency, 41%
Rdg. Lrg. Gains, 59 points
Math Lrg. Gains, 33points
Rdg. Imp. of Lowest 25% -
70 points
Math Imp. of Lowest 25% -
23 points
Rdg. AMO –47
Math AMO–60
YEAR '11 '10 '09 '08
School Grade C B B C
High Standards Rdg. 57 66 65 53
High Standards Math 77 73 71 64
Lrng Gains-Rdg. 46 62 69 58
Lrng Gains-Math 62 56 54 61
Gains-Rdg-25% 42 58 67 57
Gains-Math-25% 73 60 67 65

Dannette Aviles

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

Elementary Ed
 ESOL
 Educational Leadership

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 39%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% -
 75 points
 Math Imp. of Lowest 25% -
 58 points
 Rdg. AMO –52
 Math AMO–63
 2012 – School Grade C
 Rdg. Proficiency, 42%
 Math Proficiency, 41%
 Rdg. Lrg. Gains, 66 points
 Math Lrg. Gains, 60points
 Rdg. Imp. of Lowest 25% -
 76 points
 Math Imp. of Lowest 25% -
 64 points
 Rdg. AMO –46
 Math AMO–45
 YEAR '11 '10 '09 '08
 School Grade C C B B
 High Standards Rdg 51 50 67 67
 High Standards Math 52 46 69 68
 Lrng Gains-Rdg 59 63 67 63
 Lrng Gains-Math60 62 67 63 69
 Gains-Rdg-25% 68 69 59 59
 Gains-Math-25% 70 70 60 65

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mildred Moore

Full-time / School-based Years as Coach: 15 Years at Current School: 19

Areas Reading/Literacy

Credentials Elementary Education, Reading, Primary Ed, ESOL

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 39%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AMO –52
 Math AMO–63

2012 – School Grade D
 Rdg. Proficiency, 38%
 Math Proficiency, 41%
 Rdg. Lrg. Gains, 59 points
 Math Lrg. Gains, 33points
 Rdg. Imp. of Lowest 25% - 70 points
 Math Imp. of Lowest 25% - 23 points
 Rdg. AMO –47
 Math AMO–60

YEAR ‘11 ‘10 ‘09 ‘08
 School Grade C B B C
 High Standards Rdg. 57 66 65 53
 High Standards Math 77 73 71 64
 Lrng Gains-Rdg. 46 62 69 58
 Lrng Gains-Math 62 56 54 61
 Gains-Rdg-25% 42 58 67 57
 Gains-Math-25% 73 60 67 65

Craig Uptgrow

Full-time / School-based Years as Coach: 2 Years at Current School: 2

Areas Mathematics, Science

Credentials Elementary Education, ESOL

Performance Record

2013 – School Grade C
 Rdg. Proficiency, 39%
 Math Proficiency, 54%
 Rdg. Lrg. Gains, 73 points
 Math Lrg. Gains, 63 points
 Rdg. Imp. of Lowest 25% - 75 points
 Math Imp. of Lowest 25% - 58 points
 Rdg. AMO –52
 Math AMO–63

2012 – School Grade B
 Rdg. Proficiency, 35%
 Math Proficiency, 55%
 Rdg. Lrg. Gains, 57 points
 Math Lrg. Gains, 65 points
 Rdg. Imp. of Lowest 25% - 79 points
 Math Imp. of Lowest 25% - 75 points
 Rdg. AMO –45
 Math AMO–58

YEAR ‘11 ‘10 ‘09 ‘08
 School Grade A D B C
 High Standards Rdg. 64 65 56 60
 High Standards Math 73 63 67 66
 Lrng Gains-Rdg. 60 51 42 51
 Lrng Gains-Math 79 46 66 62
 Gains-Rdg-25% 67 47 55 55
 Gains-Math-25% 84 47 82 66

Classroom Teachers

of classroom teachers

27

receiving effective rating or higher

27, 100%

Highly Qualified Teachers

67%

certified in-field

27, 100%

ESOL endorsed

15, 56%

reading endorsed

4, 15%

with advanced degrees

9, 33%

National Board Certified

1, 4%

first-year teachers

2, 7%

with 1-5 years of experience

2, 7%

with 6-14 years of experience

10, 37%

with 15 or more years of experience

13, 48%

Education Paraprofessionals

of paraprofessionals

2

Highly Qualified

2, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Strategies;

1. Partnering new teachers with veteran staff.
2. Soliciting referrals from current teachers.
3. Communicate with college students and universities to solicit quality interns and graduates.
4. Provide effective teachers with leadership opportunities and department chair opportunities.

Person Responsible;

1. Principal
2. Principal
3. Assistant Principal
4. Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Program/Plan: First year teachers, teachers new to a grade level and new teachers to the school will be paired with an exemplary teacher mentor.

Rationale: Mentors will provide an ongoing induction process to develop and retain high quality classroom teachers. Planned Mentoring Activities: Modeling lessons, peer observations, monthly progress monitoring of instructional strategies and classroom management.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team has an active role in the development and implementation of the School Improvement Plan (SIP). The MTSS Leadership Team along with the SIP Writing Committee will analyze and disaggregate data presented in the SIP. Individualized Educational Plans (IEPs) will be developed, implemented, and monitored for maximum student success.

The MTSS Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

At Barbara Hawkins Elementary the MTSS/RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

1. The MTSS/RtI leadership is vital, therefore, in building our team we have considered the following: The Principal, Rhonda Williams and assistant principal, Dannette Aviles will ensure commitment and allocate resources; Teacher(s) and Reading Coach, Mildred Moore who share the common goal of improving instruction for all students; and Team members who will work to build staff support, internal capacity, and sustainability over time.

2. The MTSS/RtI Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:

Title one reading coach Mildred Moore, STEM coach Craig Uptgrow,

Special education teacher, Jia Tyson

School guidance counselor, Patricia Mergner

School psychologist, Wilhel Jean-Louis

School social worker, Susan Cambridge

MTSS/RtI is a general education initiative in which the levels of support (resources) are allocated in direct proportion to student needs. RtI uses increasingly more intense instruction and interventions. The

first level of support is the core instructional and behavioral methodologies, practices, and supports designed for all students in the general curriculum. At the core level we will evaluate how students respond to solid instruction using McGraw Hill, in mathematics using Houghton Mifflin Harcourt and Scott Foresman in Science. The second level of support consists of supplemental instruction and interventions that are provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support.

The third level of support consists of intensive instructional and/or behavioral interventions provided in addition to and in alignment with effective core instruction and the supplemental instruction and interventions with the goal of increasing an individual student's rate of progress academically and/or behaviorally. There will be an ongoing evaluation method established for services at each tier to monitor the effectiveness of meeting school goals and student growth as measured by benchmark and progress monitoring data.

For the past eight years, our school has provided ongoing progress monitoring and focused interventions to target professional learning that meets the specific instructional needs of our students. The model provides an effective mechanism that based on data identifies student needs and promptly delivers student interventions as well as job embedded professional development targeting these needs. MTSS features school-based teams that include school psychologists, reading coaches, professional development specialists and school-site administrators. Teams support teachers by collecting diagnostic data, conducting progress monitoring and identifying appropriate instructional interventions. As team members chart particular student needs, data is used strategically to shift instructional focus and align professional development with the students' instructional needs. Professional development thus serves as a focal point to promote continuous improvement aimed at remediation and increased student achievement.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team meets on an as needed basis to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The functions of the MTSS Leadership Team member are outlined below:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

What will all students learn? (curriculum based on standards, pacing guides)

How will we determine if the students have learned? (textbook, interims, mini benchmark assessments, and teacher-made assessments)

How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)

How will we respond when students have learned or already know? (enrichment opportunities).

2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs. Identify trends in data by grade level, class and intervention groups.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

- Academic
- FAIR assessment
- Interim assessments
- Local Math and Science assessments
- QZAB
- SuccessMaker
- FCAT 2.0
- Student grades
- School site specific assessments
- Behavior
- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

Ongoing Progress Monitoring will take place through the use of the PMRN and Edusoft systems, which provide data interpretation of the results of the different components in the FAIR assessment, the administration of in-house Next Generation Sunshine State Standards Benchmark Assessments and Common Core State Standards, and the analysis of SuccessMaker data.

Data will be analyzed and interpreted through regularly scheduled data chats in order to adjust the Tier 1 core instructional practices being implemented through the general curriculum, develop Tier 2 supplemental instruction and interventions for targeted students that is aligned to the core instruction, and prescribe Tier 3 intensive instructional or behavioral intervention for individual students that is aligned with all core instructional methodologies.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following, Barbara Hawkins Elementary plans to support MTSS through:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.

3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Before school 3rd Grade Success Maker tutoring takes place five days a week for 30 minutes. After school tutoring will take place two days a week an hour a day for 4th Grade writing instruction. During after school tutoring the modes of writing, writing process and various enrichment writing strategies and activities will take place.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Success Maker reports are analyzed bi-weekly to monitor student progress. For Writing tutoring a baseline narrative and expository was given to guide instruction. Monthly Assessments will be utilized to monitor student progress. A post test will be given to determine effectiveness of tutoring sessions.

Who is responsible for monitoring implementation of this strategy?

Third Grade Teacher, Fourth Grade Teacher, Reading Coach, and Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Rhonda Y. Williams, Principal	Dannette Aviles (Assistant Principal)
Mildred Moore (Reading Coach)	Craig Uptgrow (STEM Coach)
Dorothy Hammer (UTD Stewart)	Gloria Tillem (Reading Teacher from Kindergarten)
Mathenia King-Mapps (Reading Teacher from First Grade)	Andrea Thonpkins (Reading Teacher from Second Grade)

Name	Title
Carolyn Eaddy-Trent (Reading Teacher from Third Grade)	Tiffany Davis (Reading Teacher from Fourth Grade)
Vivian Tempkins (Reading Interventionist)	

How the school-based LLT functions

The Literacy Leadership Team meets formally on a monthly basis before school. At the Literacy meetings the team discusses reading data and trends. The team also reviews the minutes and address any concerns developed during the biweekly Leadership Meetings.

Major initiatives of the LLT

A major initiative of the Literacy team for the 2013-2014 school year will be to maintain the fidelity of the Reading Program, intervention groups and continue the development of Differentiated Instruction within the reading classes.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Preschool students will participate in the Voluntary Prekindergarten (VPK) Assessment. The results of the VPK Assessment will be utilized to guide instruction in the classroom based on students needs. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPPY) Program. HIPPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children. Local preschools are invited to bring their students and spend part of their day in a kindergarten class, and even have lunch in the school cafeteria. Additionally, an orientation is conducted prior to the opening of schools for all incoming kindergarten students. In early August 2013, Barbara Hawkins Elementary hosted a welcoming and greeting session for all incoming kindergarten students and their parents. At the meeting parents and students will have the opportunity to become acquainted with their child's teacher and classroom location.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	39%	No	57%
American Indian		0%		
Asian		0%		
Black/African American	50%	38%	No	55%
Hispanic	70%	40%	No	73%
White		0%		
English language learners		0%		
Students with disabilities	23%	24%	Yes	30%
Economically disadvantaged	50%	38%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	24%	37%
Students scoring at or above Achievement Level 4	22	14%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)		75%	78%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	22	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	54%	Yes	67%
American Indian		0%		
Asian		0%		
Black/African American	63%	56%	Yes	66%
Hispanic	70%	40%	No	73%
White		0%		
English language learners		0%		
Students with disabilities	23%	47%	Yes	30%
Economically disadvantaged	62%	53%	Yes	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	31%	42%
Students scoring at or above Achievement Level 4	32	21%	26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		63%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		58%	62%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	24%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	336	80%	82%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	30	9%	8%
Students who are not proficient in reading by third grade	47	68%	61%
Students who receive two or more behavior referrals	24	7%	6%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parental Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Teachers will implement effective data driven instruction align to standards through the Gradual Release Model including strategies to increase rigor.
- G2.** Increase student engagement during instructional delivery to improve student achievement.

Goals Detail

G1. Teachers will implement effective data driven instruction align to standards through the Gradual Release Model including strategies to increase rigor.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- MTSS/RTI Team, Reading Coach, Math Coach, Science Coach, Curriculum Support Specialist, Interventionist, District Pacing Guides for Reading/Math/Writing/Science, Reading Series/Online-McGrawhill, Math Series/Online - Houghton Mifflin (NGSSS/Common Core), Science Series - Harcourt, Speed Bag J & J Boot camp Science Series, FLDOE Writing Rubric and Vertical Alignment, FCAT 2.0 Narrative Prompt Anchor Set and Grade 4 Expository Calibration Scoring Guide, Accelerated Reader, Reading Plus, Success Maker, Write Score, GIZMO's, SECME Department Website, Smart Board, Elmo's, Professional Development School/Region/District

Targeted Barriers to Achieving the Goal

- Lack of fidelity to instructional routines and utilizing the Gradual Release Model.
- Thorough implementation of data driven instruction aligned to the standards.
- Limited implementation of rigorous activities.

Plan to Monitor Progress Toward the Goal

Student will increase proficiency levels from baseline assessments to State assessments as measured by weekly assessments

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Ongoing from September 2013 to June 2014

Evidence of Completion:

Classroom Observations expectations: bell to bell instruction, increased student engagement, increased teacher modeling of strategies and instruction, increased student achievement, less teacher talk-more student talk, increased student accountable talk, increased student use of strategies, effective implementation of differentiated instruction, increased implementation of rigorous activities, increased student usage of interactive journals and increased quality of student authentic work

G2. Increase student engagement during instructional delivery to improve student achievement.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- MTSS/RTI Team, Attendance Review Committee, School Counselor, School Social Worker, Reading Coach, Math Coach, Science Coach, Curriculum Support Specialist, Interventionist, District Pacing Guides for Reading/Math/Writing/Science, District Student Code of Conduct, District Attendance Policy, Reading Series/Online-McGrawhill, Math Series/Online - Houghton Mifflin (NGSSS/Common Core), Science Series - Harcourt, Speed Bag J & J Boot camp Science Series, FLDOE Writing Rubric and Vertical Alignment, FCAT 2.0 Narrative Prompt Anchor Set and Grade 4 Expository Calibration Scoring Guide, Accelerated Reader, Reading Plus, Success Maker, Write Score, GIZMO's, SECME Department Website, Smart Board, Elmo's, Professional Development School/Region/District, Do The Right Thing Program, and School Based Attendance Reward System

Targeted Barriers to Achieving the Goal

- Limited opportunities for students to engage during instructional delivery due to students attendance and behavioral issues. Parents have a limited understanding of the District's attendance policy, retention policies and early warning monitoring during progress reports and report card distribution. Students behavior expectations need to continue to be established and enforced with all student through the school year.

Plan to Monitor Progress Toward the Goal

Increased student engagement and student achievement.

Person or Persons Responsible

MTSS/RTI Team

Target Dates or Schedule:

Ongoing from August 2013 to June 2014

Evidence of Completion:

Formative Assessment: Attendance Review Committee (ARC) records, Participation log for students who are recognized from complying with the Student Code of Conduct, Monitor suspension reports through student case management Summative Assessment: Attendance Reports, COGNOS report on student outdoor suspension rate

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will implement effective data driven instruction align to standards through the Gradual Release Model including strategies to increase rigor.

G1.B1 Lack of fidelity to instructional routines and utilizing the Gradual Release Model.

G1.B1.S1 Utilize the NGSSS/Common Core Standards when planning and delivering lessons that follow an instructional routine and utilize the Gradual Release Model.

Action Step 1

Provide Professional Development on lesson planning and delivery to include instructional routines and explicit instruction of the Gradual Release Model. Plan for and deliver lessons that follow an instructional routine and utilize the Gradual Release lesson plan template. Provide direct support utilizing the coaching cycle.

Person or Persons Responsible

Curriculum Support Specialist, Instructional Coaches and Teachers

Target Dates or Schedule

Ongoing - embedded in School/Region/District Professional Developments, Common planning, and instructional blocks

Evidence of Completion

Professional Development Roster, Professional Development handouts, lesson plans, student work samples, Instructional Coaches logs and calendar, Implementation Plans

Facilitator:

Curriculum Support Specialist and Instructional Coaches

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.

Person or Persons Responsible

Teachers, Instructional Coaches, Curriculum Support Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Weekly lesson plans, Observations through the coaching cycle, Administrative walkthroughs, Quizzes/Test and Interim Assessments, Data Chats

Plan to Monitor Effectiveness of G1.B1.S1

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments, collaboratively determine the next steps to adjust instruction as needed.

Person or Persons Responsible

Instructional Coaches, Curriculum Support Specialist, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini Monthly Assessments, Benchmark Assessments, FAIR, Success Maker Reports, Accelerated Reader Reports, Write Score Reports, Interim Assessments, Data Chats

G1.B2 Thorough implementation of data driven instruction aligned to the standards.

G1.B2.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs, utilizing relevant and current data to create flexible student groups using a grouping template. Implement data driven instruction and provide additional coaching support for teachers in need.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

Ongoing (Common planning, instructional block and Data Chats)

Evidence of Completion

Lesson Plans, Grouping Templates, Instructional Coaching Logs and Calendars,

Facilitator:

Instructional Coaches and Curriculum Support Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of differentiated instruction lessons being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments to group students based on their needs, collaboratively determine the next steps to adjust instruction as needed.

Person or Persons Responsible

Teachers, Instructional Coaches, Curriculum Support Specialist and Administration

Target Dates or Schedule

Ongoing (Common planning, Instructional block and Data Chats)

Evidence of Completion

Differentiated instruction lessons plans, grouping templates, monthly mini assessments, Instructional Coaching Logs and Calendars

Plan to Monitor Effectiveness of G1.B2.S1

Data from assessments will be collected and analyzed during common planning and data chats.

Person or Persons Responsible

Teachers, Instructional Coaches, Curriculum Support Specialist, and Administrators

Target Dates or Schedule

Ongoing on a weekly basis

Evidence of Completion

Mini Monthly Assessments, Benchmark Assessments, FAIR, Success Maker Reports, Accelerated Reader Reports, Write Score Reports, Interim Assessments, Data Chats

G1.B3 Limited implementation of rigorous activities.

G1.B3.S1 Incorporate a variety of Higher Order Thinking Strategies into lesson delivery.

Action Step 1

Provide professional development in implementation of rigorous activities. Develop lesson plans that include rigorous activities. Provide students opportunities to use collaborative strategies. Develop students abilities to make sense of real-world application problems by using think alouds to verbalized thinking. Provide students opportunities to write evidenced based responses.

Person or Persons Responsible

Teachers, Instructional Coaches, Curriculum Support Specialist and Administration

Target Dates or Schedule

Ongoing (Common planning, Instructional block and Instructional Coaches Academy)

Evidence of Completion

Lesson plans, student authentic work, interactive journals, Instructional Coaches Logs and Calendars

Facilitator:

Instructional Coaches and Curriculum Support Specialist

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Using the FCIM Model during weekly grade-level meetings; teachers and instructional coaches will monitor effectiveness of lessons incorporating rigorous activities being implemented, teachers and instructional coaches will analyze results of ongoing classroom assessments to measure if level of rigor needs to be increased, collaboratively determine the next steps to adjust instruction as needed.

Person or Persons Responsible

Teachers, Instructional Coaches, Curriculum Support Specialist and Administration

Target Dates or Schedule

Ongoing in weekly common planning meetings

Evidence of Completion

Lesson plans, student authentic work, interactive journals, Instructional Coaches Logs and Calendars, Implementation Plans

Plan to Monitor Effectiveness of G1.B3.S1

Lesson plans, student authentic work and interactive journals.

Person or Persons Responsible

Teachers, Instructional Coaches, Curriculum Support Specialist and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Mini Monthly Assessments, Benchmark Assessments, FAIR, Success Maker Reports, Accelerated Reader Reports, Write Score Reports, Interim Assessments, Data Chats

G2. Increase student engagement during instructional delivery to improve student achievement.

G2.B1 Limited opportunities for students to engage during instructional delivery due to students attendance and behavioral issues. Parents have a limited understanding of the District's attendance policy, retention policies and early warning monitoring during progress reports and report card distribution. Students behavior expectations need to continue to be established and enforced with all student throught the school year.

G2.B1.S1 Identify and refer students who may be developing a pattern of non-attendance and/or tardiness to the Attendance Review Committee (ARC). Identify and refer students who are possible retention students to the MTSS/RTI Team. In addition, the classroom teacher, school's counselor and Administration will contact parents of students who have been exhibiting behavioral issues to develop a Plan of Action. Parents will be provided resources on the Attendance Policy and the Student Code of Conduct.

Action Step 1

At Meet and Greet when school opens and during Open House review the Districts Attendance Policy and Student Code of Conduct. Opening of School packet will include notices with the Districts Attendance Policy. During monthly "Coffee Talks" with parents, attendance and tardiness issues will continuously be addressed. Breakfast Grab-N-Go Bags will be prepared for students tardy to class due to arriving late to breakfast (Parent drop/Bus) to decrease tardiness. Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review Committee. The MTSS/RTI team will monitor students who received two or more behavioral referrals, providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for perfect attendance and academic achievements. Also a reward system is established to recognize students for outstanding citizenship through "Do The Right Thing" project.

Person or Persons Responsible

Students, Parents, Teachers, Counselors and Administration

Target Dates or Schedule

Ongoing from August 2013 to June 2014

Evidence of Completion

Weekly attendance rosters, Parent Communication Logs and Parent sign in Logs for school meetings

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Weekly attendance updates to administration and administrators will monitor the school's environment, Monitor daily student behavior chart and student case management report, Monitor parent contact log for evidence of communication with parents of students who have been having behavioral issues, Monitor the COGNOS report on student outdoor suspension rate.

Person or Persons Responsible

MTSS/RTI Team and Attendance Review Committee

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly attendance rosters, Parent Communication Logs and Parent sign in Logs for school meetings

Plan to Monitor Effectiveness of G2.B1.S1

Improvement in Attendance/tardiness rate, reduction in behavioral issues/referrals, referrals of students in need of academic assistance, increase in student achievement levels in assessments

Person or Persons Responsible

MTSS/RTI Team and Attendance Review Committee

Target Dates or Schedule

Weekly

Evidence of Completion

Formative Assessment: Attendance Review Committee (ARC) records, Participation log for students who are recognized from complying with the Student Code of Conduct, SST Schedules, Monitor suspension reports through student case management

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Leadership Team under the guidance of the reading coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The Reading coach will sit with reading teachers to identify student needs and then assist in the identifying and implementing lessons and differentiating instruction for all students. The reading coach will monitor implementation of reading program and hold powerful discussions with administration. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

Barbara Hawkins provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols. At Barbara Hawkins Elementary, we allow beginning teachers to observe our MINT mentor teachers who demonstrate best practices and have continuously demonstrated growth. The mentor teacher will then observe beginning teacher deliver instructional lessons and assist the teacher in monitoring student progress and modifying instruction. Mentor and Mentee will meet bi-weekly and inform administration of any additional support that may be needed.

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)

Title VI, Part B - NA

Title X- Homeless

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. When parents or guardians register new students, registrar meets with families to inquire of any needs family may have. The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Project Upstart provides a homeless sensitivity and awareness campaign to all the schools-each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization. Project Upstart provides tutoring and counseling to twelve homeless shelters in the community. Project Upstart will be implementing a 2013 summer academic enrichment camp for students in four homeless shelters in the community. The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth. November is Homeless Awareness Month, the school promotes a canned food drive to donate to the Miami Rescue Mission.

Supplemental Academic Instruction (SAI)

Barbara Hawkins Elementary School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Training and technical assistance for elementary school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

TRUST Specialists focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education. The Physical Education teacher stresses the use of exercise and proper nutrition.
- 3) The School Food Service Program, school breakfast, school lunch, school fundraising, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) The school has been selected to participate in the "Fresh Fruit and Vegetable Program (FFVP) in Florida Schools" to expand the variety of fruits and vegetables children consume, increase children's fruit and vegetable consumption, and to make a difference in children's diets to impact their present and future health.
- 5) The school is partnered with Fuel Up to Play 60 and the National Dairy Council to increase the physical fitness and nutrition in all students, families, faculty, and staff.

Housing Programs –

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

At Barbara Hawkins Elementary, we hold a Career Day every year where we get parents and community members involved. Guests represent various professional and technical jobs. We also participate in the KAPOW program (Kids and the Power of Work). The program has community participants work with classes of students by providing lessons and then host a fieldtrip to the work site.

As part of the non-fiction section of the Media Center, there is a part of this section that is dedicated to

depicting a variety of careers.

Other

Parent Involvement Program Description

Barbara Hawkins Elementary will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential "as-needed services" will be provided to any students in the school in "homeless situations" as applicable.

Additional academic and support services will be provided to students and families of the Migrant population as applicable.

School Improve Grant Fund/School Improvement Grant Initiative

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Barbara Hawkins Elementary has a partnership with Health Connect in Our Schools (HCiOS).

- HCiOS offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
 - HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
 - HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
 - HCiOS will enhance the health education activities provided by the schools and by the health department.
- HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will implement effective data driven instruction align to standards through the Gradual Release Model including strategies to increase rigor.

G1.B1 Lack of fidelity to instructional routines and utilizing the Gradual Release Model.

G1.B1.S1 Utilize the NGSSS/Common Core Standards when planning and delivering lessons that follow an instructional routine and utilize the Gradual Release Model.

PD Opportunity 1

Provide Professional Development on lesson planning and delivery to include instructional routines and explicit instruction of the Gradual Release Model. Plan for and deliver lessons that follow an instructional routine and utilize the Gradual Release lesson plan template. Provide direct support utilizing the coaching cycle.

Facilitator

Curriculum Support Specialist and Instructional Coaches

Participants

Teachers

Target Dates or Schedule

Ongoing - embedded in School/Region/District Professional Developments, Common planning, and instructional blocks

Evidence of Completion

Professional Development Roster, Professional Development handouts, lesson plans, student work samples, Instructional Coaches logs and calendar, Implementation Plans

G1.B2 Thorough implementation of data driven instruction aligned to the standards.

G1.B2.S1 Implement and monitor the effective use of data driven instruction.

PD Opportunity 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs, utilizing relevant and current data to create flexible student groups using a grouping template. Implement data driven instruction and provide additional coaching support for teachers in need.

Facilitator

Instructional Coaches and Curriculum Support Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing (Common planning, instructional block and Data Chats)

Evidence of Completion

Lesson Plans, Grouping Templates, Instructional Coaching Logs and Calendars,

G1.B3 Limited implementation of rigorous activities.

G1.B3.S1 Incorporate a variety of Higher Order Thinking Strategies into lesson delivery.

PD Opportunity 1

Provide professional development in implementation of rigorous activities. Develop lesson plans that include rigorous activities. Provide students opportunities to use collaborative strategies. Develop students abilities to make sense of real-world application problems by using think alouds to verbalized thinking. Provide students opportunities to write evidenced based responses.

Facilitator

Instructional Coaches and Curriculum Support Specialist

Participants

Teachers

Target Dates or Schedule

Ongoing (Common planning, Instructional block and Instructional Coaches Academy)

Evidence of Completion

Lesson plans, student authentic work, interactive journals, Instructional Coaches Logs and Calendars

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will implement effective data driven instruction align to standards through the Gradual Release Model including strategies to increase rigor.	\$4,835
G2.	Increase student engagement during instructional delivery to improve student achievement.	\$1,730
Total		\$6,565

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Evidence-Based Program	Other	Total
Title 1	\$3,900	\$935	\$0	\$4,835
EESAC	\$0	\$0	\$1,730	\$1,730
Total	\$3,900	\$935	\$1,730	\$6,565

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will implement effective data driven instruction align to standards through the Gradual Release Model including strategies to increase rigor.

G1.B1 Lack of fidelity to instructional routines and utilizing the Gradual Release Model.

G1.B1.S1 Utilize the NGSSS/Common Core Standards when planning and delivering lessons that follow an instructional routine and utilize the Gradual Release Model.

Action Step 1

Provide Professional Development on lesson planning and delivery to include instructional routines and explicit instruction of the Gradual Release Model. Plan for and deliver lessons that follow an instructional routine and utilize the Gradual Release lesson plan template. Provide direct support utilizing the coaching cycle.

Resource Type

Technology

Resource

ELMO's

Funding Source

Title 1

Amount Needed

\$3,900

G1.B2 Thorough implementation of data driven instruction aligned to the standards.

G1.B2.S1 Implement and monitor the effective use of data driven instruction.

Action Step 1

Develop a plan for differentiated instruction that includes a focus and aligns instructional resources to the students' specific needs, utilizing relevant and current data to create flexible student groups using a grouping template. Implement data driven instruction and provide additional coaching support for teachers in need.

Resource Type

Evidence-Based Program

Resource

Write Score

Funding Source

Title 1

Amount Needed

\$935

G2. Increase student engagement during instructional delivery to improve student achievement.

G2.B1 Limited opportunities for students to engage during instructional delivery due to students attendance and behavioral issues. Parents have a limited understanding of the District's attendance policy, retention policies and early warning monitoring during progress reports and report card distribution. Students behavior expectations need to continue to be established and enforced with all student throught the school year.

G2.B1.S1 Identify and refer students who may be developing a pattern of non-attendance and/or tardiness to the Attendance Review Committee (ARC). Identify and refer students who are possible retention students to the MTSS/RTI Team. In addition, the classroom teacher, school's counselor and Administration will contact parents of students who have been exhibiting behavioral issues to develop a Plan of Action. Parents will be provided resources on the Attendance Policy and the Student Code of Conduct.

Action Step 1

At Meet and Greet when school opens and during Open House review the Districts Attendance Policy and Student Code of Conduct. Opening of School packet will include notices with the Districts Attendance Policy. During monthly "Coffee Talks" with parents, attendance and tardiness issues will continuously be addressed. Breakfast Grab-N-Go Bags will be prepared for students tardy to class due to arriving late to breakfast (Parent drop/Bus) to decrease tardiness. Students who are deemed as developing a pattern of non-attendance will be referred to the Attendance Review Committee. The MTSS/RTI team will monitor students who received two or more behavioral referrals, providing students with counseling and encouraging parental involvement in this process. A reward system will be established to recognize students for perfect attendance and academic achievements. Also a reward system is established to recognize students for outstanding citizenship through "Do The Right Thing" project.

Resource Type

Other

Resource

Incentives for Academic Achievements, attendance and postive behavior.

Funding Source

EESAC

Amount Needed

\$1,730