Bowman Ashe/Doolin K 8 Academy

2022-23 Schoolwide Improvement Plan

Table of Contents

Bowman Ashe/Doolin K 8 Academy

6601 SW 152ND AVE, Miami, FL 33193

http://bfashe.dadeschools.net/

Demographics

Principal: Lisset Vazquez Rios

Start Date for this Principal: 1/15/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: B (61%) 2017-18: A (63%)
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	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	100%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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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.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Vazquez-Rios, Lisset	Principal	pr0451@dadeschools.net Academic, culture, and operational Leader.
Albarran, Christina	Assistant Principal	calbarran@dadeschools.net Academic, culture, and operational Leader.
Cespedes, Monica	Instructional Coach	mcespedes4@dadeschools.net Reading Coach
Gomez, Dalimar	Teacher, ESE	dalimargomez@dadeschools.net ESE Chairperson
Huss, Cynthia	Teacher, K-12	crhuss@dadeschools.net EESAC Chairperson and Instructional Leader
Hernandez, Ana	Teacher, K-12	anahernandez@dadeschools.net Instructional Leader
Llama, Michelle	Teacher, K-12	llamam@dadeschools.net Mathematics Liaison
Bertran, Lisseth	Teacher, K-12	lebertran@dadeschools.net Science Liaison
McNeill, Cynthia	Teacher, K-12	mcneilc@dadeschools.net Language Arts and Reading Leader
Ramjus, Melissa	Teacher, K-12	mramjus@dadeschools.net Science Instructional Leader
Gonzalez, Ana	Teacher, K-12	amcgonzalez@dadeschools.net Mathematics Instructional Leader
Jaramillo, Ginna	Teacher, K-12	gjaramillo@dadeschools.net Social Studies Instructional Leader
Martinez, Jose	Assistant Principal	248857@dadeschools.net Academic, culture, and operational Leader.

Demographic Information

Principal start date

Wednesday 1/15/2014, Lisset Vazquez Rios

Number of teachers with a 2022 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.*

45

Number of teachers with a 2022 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.*

17

Total number of teacher positions allocated to the school

57

Total number of students enrolled at the school

826

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

1

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	74	84	83	83	95	107	73	96	107	0	0	0	0	802
Attendance below 90 percent	0	15	10	10	4	12	8	14	25	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	0	2	12	0	0	0	0	14
Course failure in ELA	0	5	4	3	4	2	4	0	7	0	0	0	0	29
Course failure in Math	0	5	4	1	3	4	6	1	11	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	12	22	17	26	30	0	0	0	0	110
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	21	15	17	33	0	0	0	0	92
Number of students with a substantial reading deficiency	0	7	6	12	16	26	20	35	41	0	0	0	0	163

Using the table above, complete the table below with the number of students by current grade level who have 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	7	4	4	6	15	13	17	32	0	0	0	98

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	7	3	3	1	1	1	0	2	0	0	0	18
Students retained two or more times	0	0	0	0	0	1	1	1	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 8/11/2022

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	4	1	5	0	4	2	6	0	0	0	0	28
Students retained two or more times	0	0	0	0	1	1	2	0	3	0	0	0	0	7

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	4	1	5	0	4	2	6	0	0	0	0	28
Students retained two or more times	0	0	0	0	1	1	2	0	3	0	0	0	0	7

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	62%	55%				65%	63%	61%
ELA Learning Gains	60%						62%	61%	59%
ELA Lowest 25th Percentile	55%						48%	57%	54%
Math Achievement	65%	51%	42%				66%	67%	62%
Math Learning Gains	68%						62%	63%	59%
Math Lowest 25th Percentile	62%						43%	56%	52%
Science Achievement	49%	60%	54%				59%	56%	56%
Social Studies Achievement	73%	68%	59%				72%	80%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	62%	60%	2%	58%	4%
Cohort Comparison		0%				
04	2022					
	2019	73%	64%	9%	58%	15%
Cohort Comparison		-62%				
05	2022					
	2019	66%	60%	6%	56%	10%
Cohort Comparison		-73%				
06	2022					
	2019	49%	58%	-9%	54%	-5%
Cohort Comparison		-66%				
07	2022					
	2019	55%	56%	-1%	52%	3%
Cohort Comparison		-49%				
08	2022					
	2019	56%	60%	-4%	56%	0%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	67%	1%	62%	6%
Cohort Comparison		0%				
04	2022					
	2019	82%	69%	13%	64%	18%
Cohort Comparison		-68%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	74%	65%	9%	60%	14%
Cohort Comparison		-82%				
06	2022					
	2019	56%	58%	-2%	55%	1%
Cohort Comparison		-74%				
07	2022					
	2019	54%	53%	1%	54%	0%
Cohort Comparison		-56%				
08	2022					
	2019	16%	40%	-24%	46%	-30%
Cohort Comparison		-54%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	56%	53%	3%	53%	3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-56%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	55%	43%	12%	48%	7%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	66%	73%	-7%	71%	-5%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	63%	7%	61%	9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	46	44	29	46	42	17	23			
ELL	55	64	58	57	66	57	32	45	64		
HSP	61	60	56	64	68	64	49	73	71		
WHT	55			82							
FRL	59	59	55	63	66	62	45	75	69		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	39	41	23	24	24	16	14			
ELL	51	54	52	44	28	25	36	47	64		
ASN	90			80							
HSP	59	54	48	52	30	26	49	50	69		
WHT	60	55		64	30						
FRL	57	54	47	49	28	26	46	49	64		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	36	32	25	40	36	11	56			
ELL	60	60	48	60	59	40	52	54	76		
ASN	93	70		92	90						
HSP	64	62	49	65	61	42	58	71	70		
WHT	65	67		75	72						
FRL	63	60	46	63	61	43	57	70	68		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	632
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

School FSA data from Spring 2022, indicated a substantial increase in Math proficiency and learning gains. There was a 14 percentage-point increase in the number of students in grades 3 - 8 demonstrating proficiency and a 35 percentage-point increase in learning gains when comparing 2022 Math FSA data to 2021 Math FSA data. Additionally, we saw a 25 percentage-point increase in proficiency on the Civics EOC when comparing 2022 Civics Data to 2021 Civics Data. Despite having only 38% of SWD make learning gains in grades 3-8, there was 35 percentage-point increase in proficiency for students in the L25% in Math when comparing 2022 Math FSA data to 2021 Math FSA Data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Although we saw an increase in ELA proficiency on the Spring 2022 FSA, there was a 7 percentage-point decrease in the ELA SAT-10 Median Percentile score when comparing 2022 ELA SAT-10 data to 2021 ELA SAT-10 data. When breaking down the ELA SAT-10 data by grade level, it was noted the median score for First Grade ELA dropped from a 61% in Spring of 2021 to 40% in Spring of 2022 demonstrating a need for improvement. Additionally, Science proficiency has remained stagnant when comparing proficiency in the 2022 Science FCAT to the 2021 Science FCAT. Eighth Grade Science increase proficiency by 2 percentage-points, but Fifth Grade Science data indicated a 6 percentage-point drop in proficiency.

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

Although steps were taken to address the needs of our young learners in reading through the implementation of Tier 2 and 3 intervention, ESOL Tutoring, and a school-wide emphasis on Standards-aligned instruction and Ongoing Progress Monitoring most of our resources were focused supporting instruction in the upper grades. For the 2022- 2023 school year, we will provide first grade teachers with additional support in the form of collaborations with administration and support personnel, in addition to the strategies already implemented in upper grades for the previous school year. We will also add science bootcamps, after school tutoring, increase Science Lab usage across all grade levels, and implement progress monitoring for science across all grades to assist in increasing student achievement in science.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the 2022 FSA, Math data indicates a 14 percentage-point increase in proficiency, when compared to 2021 FSA Math data. ELA indicated a high percentage of learning in 3rd grade with 69% of students scoring at proficiency; 4th grade with 70% of students scoring at proficiency and 73% of 4th graders making learning gains; and 5th grade with 68% of students scoring at proficiency and 75% of 5th graders making learning gains.

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

Due to the effective implementation of Standards-aligned instruction and Ongoing Progress Monitoring teachers and support staff were able to create and deliver lessons targeted at meeting the specific needs of their students. The 2022 ELA and Math data supports this statement. The addition of intensive math courses in grades 6-8, the implementation of the IXL curriculum across all grade levels, before and after school tutoring programs, and ELL tutoring provided students with the necessary support to mitigate the deficiency seen in Math at the beginning of the 2021-2022 school year.

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

Our school will continue to focus on the strategy of Standards-aligned Instruction and focus on learning how to successfully implement the B.E.S.T. Standards in order to accelerate learning. Teachers will need to create a culture of achievement in their classroom, develop interactive and standards-based lessons and activities, and be encouraging and supportive to students in order to foster student engagement in the classroom using the B.E.S.T. Standards. Additionally, the implementation of differentiated instruction (D.I.) and Universal design for Learning (UDL) will ensure that teachers are using relevant, recent, and aligned data to plan dond deliver lessons so that all students within their classroom can learn effectively, regardless of differences in ability.

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

The PLST will develop whole group and job-embedded sessions on using Schoology and other data collection tools to drive instruction (ongoing), assist teachers in implementing OPM using the data collected from the tools (ongoing), adjusting D.I. groups as data becomes available (ongoing), and supporting teachers in the implementation of the new B.E.S.T standards (ongoing). We will also reach out to the FDLRS center to receive assistance in training our teachers on incorporating UDL in the classroom. Coaching cycles will also be implemented with teachers who need support in specific needs.

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

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

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to School Morale	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 School Climate Survey feedback from staff, 13% of teachers Strongly Agreed that staff morale is high at our school, in comparison to 21% during the 2020-2021 School Climate Survey feedback, this indicates a decrease of 8 percentage points. In addition, the 2022 School Climate Survey feedback from staff indicated that 30% of teachers Strongly Agree they feel their ideas are listened to and considered during the 2021-2022 school year, in comparison to 40% during the 2020-2021 School Climate Survey feedback this is a decrease of 10 percentage points. This data indicates that there is a critical need to increase staff morale.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement strategies to Celebrate Success, our staff morale will increase by 10 percentage-points in the 2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	A social committee will plan activities outside of school so that teachers can meet with one another and with administrators to build rapport. The leadership team will involve teachers in the decision-making process to ensure that there is equity among all the recipients of the recognitions. Teachers can be surveyed to garner ideas on initiatives/strategies/systems they would like to have implemented in our school to recognize success. Based on survey responses, teachers can volunteer to lead different initiatives and showcase their leadership skills.
Person responsible for monitoring outcome:	Lisset Vazquez-Rios (pr0451@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Area of Focus of Positive Culture and Environment, we will focus on Celebrating Success to ensure that our staff and students are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders.
Rationale for Evidence-based Strategy: Explain the rationale for	We want to empower teachers in our school by publicly recognizing them and their students for their achievements. We would also like to include them in decision-making process when selecting the achievements and how they should be recognized. Leading different initiatives will provide leadership opportunities for teachers while also considering their input on which to implement.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Recognize all staff member's contributions to our A school status by holding an off campus Opening of Schools Meeting, which includes breakfast, photo booths, "A" Lister decorations, and games (August 12, 2022).

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

SLT members will create a survey to garner ideas on initiatives/strategies/systems that teachers would like to have implemented in our school to recognize success (September 2022).

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

Social Committee members, student services personnel, administration, and PTO representatives will meet to discuss the results from the survey and identify resources available to the school to assist in the Celebrating Success Initiatives and develop protocols (September/ October 2022).

Person Responsible	Christina Albarran (calbarran@dadeschools.net)

The Social Committee will host an off campus team building activity to provide teachers and administrators with an opportunity to build rapport (September 2022).

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

The Social Committee will host an off campus team building activity to provide teachers and administrators with an opportunity to build rapport (December/ November 2022).

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

Designated members from the Incentives Committee will distribute the awards and recognitions identified in the school's Celebrating Success Initiative for the first Grading Period (November 2022).

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After reviewing the 2022 Science FCAT data, our school will implement the Targeted Element of Standards-aligned Instruction. We selected science as our instructional focus since it was the only subject area to not see an increase in proficiency when comparing the 2022 Science FCAT data to the 2021 Science FCAT data. It remained stagnant at 45% proficient. We must provide targeted standards-based instruction to increase student achievement in science. By focusing on standards, we will be able to identify and remediate areas of need to assist all students grade K-8 in accessing grade level science content, allowing them to increase learning gains and move towards proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement Standards-aligned instruction, then we expect to see a minimum of a 5 percentage-point increase in the number of students scoring at proficiency (at grade level or above) in the 2023 Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	During regular walkthroughs administration will review lessons plans and look at classrooms to see evidence of the successful implementation of Standards-aligned instruction. During monthly curriculum council and grade level meetings, all available data will be analyzed as part of Ongoing Progress Monitoring (OPM) to ensure students are demonstrating growth on remediated standards.
Person responsible for monitoring outcome:	Lisset Vazquez-Rios (pr0451@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	During regular walkthroughs administration will review lessons plans and look at classrooms to see evidence of the successful implementation of Standards-aligned instruction. During monthly curriculum council and grade level meetings, all available data will be analyzed as part of Ongoing Progress Monitoring (OPM) to ensure students are demonstrating growth on remediated standards.
Rationale for Evidence-based	Ongoing Progress Monitoring will ensure that teachers are using relevant and aligned data to create lessons that meet the targeted needs of the unique learners in their classroom. Additionally, this strategy can be used at the class level by administration and

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	support staff to assist teachers in adjusting plans and instructional delivery as new data becomes available.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

At the Opening of Schools PD, teachers will learn how to access textbooks and pacing guides in the Schoology platform to create lessons aligned to the standards (August 15, 2022).

Person Responsible	Monica Cespedes (mcespedes4@dadeschools.net)

The administrative team will develop a walkthrough schedule and data chat schedule to ensure classroom instruction is aligned with standards and that ongoing progress monitoring is taking place, prior to the initial Instructional Leadership Team Meeting (September 2022).

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

Grade level/ department heads will meet with their teams to identify specific assessments that will be utilized to evaluate the effectiveness of instruction across standards specific to the subject(s) being taught (September 2022).

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

The Instructional Leadership Team will convene to create a Progress Monitoring Plan with the identified assessments per grade level/ subject and create the question set that will be used each time the team meets to assist in analyzing data, discussing its implication and implementing next steps (October 2022).

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

The administrative team will engage Quarter 1 Data Chats with instructional support staff and teachers in each grade level/ department to review all available progress monitoring data following the steps listed in the school's Progress Monitoring Plan (November 2022).

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

Teachers will engage in vertical planning sessions by subject area. Teachers will identify standards that require further instruction in the previous grade level and provide resources and best practices that will assist in targeting the identified standards (November/ December 2022).

Person Responsible	Christina Albarran (calbarran@dadeschools.net)

The administrative team will engage Quarter 1 Data Chats with instructional support staff and teachers in each grade level/ department to review all available progress monitoring data following the steps listed in the school's Progress Monitoring Plan (November 2022).

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

Teachers will engage in vertical planning sessions by subject area. Teachers will identify standards that require further instruction in the previous grade level and provide resources and best practices that will assist in targeting the identified standards (November/ December 2022).

Person Responsible   Christina Albarran (calbarran@dadeschools.net)

The school will implement the vertical team protocol that was developed at the first Instructional Leadership Team (ILT) Meeting. Teachers will engage in vertical planning sessions by subject area. Teachers will identify standards that require further instruction in the previous grade level and provide resources and best practices that will assist in targeting the identified standards (November 2022). Representatives from the ILT will be present at each vertical team meeting.

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

#3. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	After analyzing the responses from the 2022 School Climate survey, we decided to focus on the Instructional Leadership Team to address the critical needs within our school. The data from the survey showed that only 85% of staff members felt we worked together as a team. This was a 9 percentage-point decrease when compared to the 2021 School Climate survey. To increase this percentage, we will work on providing more opportunities for collaboration between members of the Instructional Leadership Team, the teachers they represent, and the Administrative Team. This will involve staff in important decision making and allow them to work as a team to develop systematic ways to improve student outcomes within the school. By involving staff members in school-wide initiatives and decision making, we are ensuring buy-in and consistency in the implementation of initiatives which will ultimately have a positive impact on student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided with the opportunity to contribute to school-wide decisions through monthly meetings and share information with their own grade level/ department teams. We expect to see an increase of at least 5 percentage-points in the number of staff members that feel we work as a team in our school to improve student outcomes in the 2023 School Climate survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Grade level/ department heads and instructional support staff will meet with the administrative team on a monthly basis to not only analyze student data, but to also serve as leaders within new initiatives or assist in streamlining existing ones. These protocols and practices will be shared at monthly grade level/ department meetings as well as faculty meetings. Additionally, the Instructional Leadership Team will create a Progress Monitoring Plan identifying the assessments that will be used to monitor student progress in each grade level/ subject. Additionally, the team will create the question set that will be used each time the Instructional Leadership Team convenes to assist in analyzing data, discussing its implication and implementing next steps.
Person responsible for monitoring outcome:	Lisset Vazquez-Rios (pr0451@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of Managing Data Systems & Processes. By involving teacher leaders in the collection, analysis, and dissemination of school data, we are ensuring that expectations and practices around the ongoing examination of data are evaluating the effectiveness of instruction and improving student outcomes.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

We chose to focus on Managing Data Systems and Processes to address the critical needs within our school. By involving teachers in every step of the decision-making process, starting with the creation of the question set that will be used to analyze data, then collaboratively examining the data, and finally making instructional decisions will result in increased student performance and a greater sense of collegiality and collaboration among staff.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

At the Opening of Schools, administration will designate grade level and department chairpersons for the 2023 school year (August 2022). These individuals will be members of the Instructional Leadership Team.

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

Grade level/ department heads will meet with their teams to identify specific assessments that will be utilized to evaluate the effectiveness of instruction across standards specific to the subject(s) being taught, prior to meeting with the Instructional Leadership Team. (September 1 - 23, 2022).

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

The Instructional Leadership Team will convene to create a Progress Monitoring Plan with the identified assessments per grade level/ subject and create the question set that will be used each time the team meets to assist in analyzing data, discussing its implication and implementing next steps (September 26-October 7, 2022).

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

Instructional Leadership Team will meet with their grade levels/ departments to share the information from the meeting, collect feedback from their respective teams, and collaborate to implement the initiatives with fidelity (October 10-14, 2022).

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

The Instructional Leadership Team will convene to review Quarter 1 Progress Monitoring Data and share the results from their department's vertical planning session. The team will then identify any areas that require further action and develop a plant to address the current needs (November/ December 2022).

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data from the 2022 FSA/EOC indicates that the ESSA subgroup, Students with Disabilities (SWD), did not meet the 41% threshold. Despite seeing an increase in proficiency, learning gains, and learning gains in the lowest 25% in our SWD subgroup, when comparing 2021 FSA/EOC data to 2022 FSA/EOC data (as noted in the subgroup data review section of the SIP), the federal index score was a 38%. Only 28% of SWDs scored at proficiency in the 2022 ELA FSA and 29% of SWDs scored at proficiency on the 2022 Math FSA. Based on the data, there is a need to increase proficiency in the SWD subgroup. We will focus using differentiation to implement the new B.E.S.T. standards and aligned instructional materials, in both Reading and Math, to increase student achievement.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation, we expect to see an additional 5% of SWD will score at grade level or above in the areas of reading and math, as evidenced by the 2023 FAST data.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To ensure the successful implementation of the strategy, multiple layers of monitoring will be used by the SLT. Administration will conduct regular walkthroughs of classrooms to ensure quality differentiation is taking place. Teacher leaders in the Instructional Leadership Team will meet monthly to conduct data analysis of formative assessments, with a special emphasis in the SWD subgroup to track progress across subject areas and grade levels. Teachers within each grade level/ department area will use their monthly meetings to share data and collaborate to identify best practices that are resulting in increased student achievement.
Person responsible for monitoring outcome:	Lisset Vazquez-Rios (pr0451@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	With the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Universal Design for Learning. The strategy will assist teachers in meeting the needs of our SWD and benefit students in other subgroups as well. By providing students with flexibility in how information is presented, in how students respond or demonstrate understanding, and in how they engage, will support the acquisition of grade level content and meet the individual needs of our students.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The implementation of differentiated instruction and UDL will ensure that teachers are using relevant, recent, and aligned data to plan and deliver lessons so that all students within their classroom can learn effectively, regardless of differences in ability.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The reading coach will provide all teachers baseline data (2022 FSA/ SAT-10 & i-Ready AP3) and demographic information, such as ELL Levels and ESE placement (August 2022).

Person Responsible Monica Cespedes (mcespedes4@dadeschools.net)

Each teacher will review and analyze all available student data to create D.I. groups to meet the needs of their students. (August 2022).

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

After the administration of FAST PM1, baseline assessments, and i-Ready AP1, teachers will conduct data chats with each student to provide them with feedback and assist them in setting a goal for their learning . Additionally, teachers will make modifications to D.I. groups as each new piece of data is made available (September/ October 2022).

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

The distribution of laptops and/ or computer lab schedules, will serve as an added tool for teachers to use in the implementation of D.I. and UDL in the classroom (August/ September 2022).

Person Responsible Monica Cespedes (mcespedes4@dadeschools.net)

After the administration of FAST PM2 and mid-year assessments and reviewing quarter 1 grades, teachers will conduct data chats with students to provide them with feedback and assist them in meeting their goals for their learning . Additionally, teachers will make modifications to D.I. groups as each new piece of data is made available (November 2022 - January 2023).

Person Responsible Christina Albarran (calbarran@dadeschools.net)

Teacher will continue to review and analyze all available student data to make adjustments to D.I. groups and instruction to meet the needs of their students (November 2022 - January 2023).

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

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

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

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