Benjamin Franklin K 8 Center

2022-23 Schoolwide Improvement Plan

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Benjamin Franklin K 8 Center

13100 NW 12TH AVE, North Miami, FL 33168

http://benfranklinelem.dadeschools.net/

Demographics

Principal: Diana Loubeau

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
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 Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: B (61%) 2018-19: C (47%) 2017-18: C (48%)
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	B		C	C

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Benjamin Franklin's K-8 Center school's vision statement is to cultivate a transformational learning experience where teaching and learning opportunities will be connected with past experiences, which will lead to critical reflection and thinking for all students.

School Leadership Team

Membership
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
Blackshear, Michelle	Reading Coach	To support Benjamin Franklin K-8 Center's Pre-K through 5th grade faculty on the implementation for the ELA instructional curriculum (i.e. Coaching cycles and additional academic resources). The types of support provided include but are not limited to coaching cycles and providing additional academic resources to strengthen the student learning experience.
Corbitt , Andre	Math Coach	To support Benjamin Franklin K-8 Center's math department with the implementation of the Mathematics instructional curriculum (i.e. Coaching cycles and additional academic resources). The types of support provided included but are not limited to coaching cycles and providing additional academic resources to strengthen the student learning experience
Orr, Melissa	Reading Coach	To support Benjamin Franklin K-8 Center's middle grade faculty and support staff members on the effective implementation of the ELA instructional curriculum. The types of support provided include but are not limited to coaching cycles and providing additional academic resources to strengthen the student learning experience.
Fortune, Myrtha	Science Coach	To support Benjamin Franklin K-8 Center's Kindergarten through 8th grade faculty and support staff with the implementation of the science instructional curriculum, including Biology EOC. The types of support provided include but are not limited to coaching cycles and providing additional academic resources to strengthen the student learning experience.
Loubeau, Diana	Principal	To support and oversee Benjamin Franklin K-8 Center's learning community's educational, cultural, and operational systems.
Pratt, George	Assistant Principal	To support Benjamin Franklin K-8 Center's Principal and to layout and enforce the overall operations and academic needs, effective operation, and policies of Miami Dade-County Public Schools. Additional responsibilities include following up with select faculty and staff, ensuring the implementation of curriculum resources with fidelity.
Terry, Thompson	Teacher, ESE	To support Benjamin Franklin K-8 Center's students and teachers across the curriculum and grade level in the area of behavior management and to ensure identified students in the Exceptional Student Education programs are receiving the academic support needed to excel in the traditional class setting in addition to strengthening students' learning experience.
Casares, Isis	ELL Compliance Specialist	To support Benjamin Franklin K-8 Center's students and teachers across the curriculum and grade levels in the English Language Learning (ELL) program, ensuring the services and accommodations are being provided for academic success in the traditional class setting while strengthening students' learning experience.

Demographic Information

Principal start date

Monday 8/19/2019, Diana Loubeau

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.*

2

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.*

20

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

492

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

8

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

5

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	49	41	39	57	47	53	82	54	60	0	0	0	0	482
Attendance below 90 percent	5	8	9	4	10	11	18	16	36	0	0	0	0	117
One or more suspensions	0	0	0	0	4	2	16	18	48	0	0	0	0	88
Course failure in ELA	0	0	23	9	15	4	0	0	1	0	0	0	0	52
Course failure in Math	0	0	6	4	14	15	1	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	16	27	24	25	34	0	0	0	0	145
Level 1 on 2022 statewide FSA Math assessment	0	0	0	21	20	25	28	22	31	0	0	0	0	147
Number of students with a substantial reading deficiency	0	2	25	21	21	41	30	24	31	0	0	0	0	195

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	8	20	21	24	27	24	42	0	0	0	0	166

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	1	14	0	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Wednesday 8/31/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	4	18	13	23	18	0	0	0	0	80

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	3	4	18	13	23	18	0	0	0	0	80

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	40%	62%	55%				39%	63%	61%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Learning Gains	57%						52%	61%	59%
ELA Lowest 25th Percentile	46%						57%	57%	54%
Math Achievement	41%	51%	42%				44%	67%	62%
Math Learning Gains	79%						47%	63%	59%
Math Lowest 25th Percentile	78%						32%	56%	52%
Science Achievement	43%	60%	54%				35%	56%	56%
Social Studies Achievement	70%	68%	59%				62%	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	34%	60%	-26%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	48%	64%	-16%	58%	-10%
Cohort Comparison		-34%				
05	2022					
	2019	35%	60%	-25%	56%	-21%
Cohort Comparison		-48%				
06	2022					
	2019	27%	58%	-31%	54%	-27%
Cohort Comparison		-35%				
07	2022					
	2019	35%	56%	-21%	52%	-17%
Cohort Comparison		-27%				
08	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	67%	-26%	62%	-21%
Cohort Comparison		0%				
04	2022					
	2019	54%	69%	-15%	64%	-10%
Cohort Comparison		-41%				
05	2022					
	2019	38%	65%	-27%	60%	-22%
Cohort Comparison		-54%				
06	2022					
	2019	38%	58%	-20%	55%	-17%
Cohort Comparison		-38%				
07	2022					
	2019	10%	53%	-43%	54%	-44%
Cohort Comparison		-38%				
08	2022					
	2019	45%	40%	5%	46%	-1%
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	53%	-17%	53%	-17%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-36%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	30%	43%	-13%	48%	-18%
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	59%	73%	-14%	71%	-12%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	63%	-6%	61%	-4%

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	14	38	19	17	56	58	23				
ELL	27	55	48	36	78	75	27	60			
BLK	36	54	46	41	79	79	42	67	100		
HSP	52	67	42	43	79	70	50				
FRL	40	56	44	41	80	77	41	71	94		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	6	28	40	6	25	36	8				
ELL	26	35	38	15	26	43	26	42			
BLK	32	39	35	17	24	35	28	44	50		
HSP	46	45		29	45			62			
FRL	34	40	34	19	27	38	32	44	56		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	63	62	26	39	38	8				
ELL	28	52	55	41	46	27	34	60			

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
BLK	37	52	56	42	47	32	34	68	50		
HSP	48	50		55	44		33	45			
FRL	39	52	58	44	47	32	33	65	50		

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	61
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	63
Total Points Earned for the Federal Index	612
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	52
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	61
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	58
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
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?

The trends that emerge across grade levels according to the data reflected on the 2022 FSA results, proficiency levels in ELA for grades 3-8 was 41 percentage points, which was an increase of 6% points from the 2021 assessment data. Math proficiency levels for grades 3-8 were 38%, an increase of 21% points from the 2021 assessment data.

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

The data components based on progress monitoring and 2022 state assessments that demonstrate the greatest need for improvement in the area of proficiency are Math and Science. There was an improvement in both areas Math 17% to 38% and Science 21% to 32% but both were either near average or below.

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

The contributing factors needing improvement are shortage of staff, vertical and horizontal alignment, and academic learning loss. Rearrangement of teachers has taken place to accommodate staff shortages. The planning for horizontal and vertical alignment for benchmarks and small group instruction.

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

The data components based that showed the most improvement are Civics and Math. Civics improved from 44% to 71% and Math improved from 17% to 38%. Learning gains also showed growth across the board.

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

The contributing factor for improvement in the area of Civics was because of the support provided to the new teacher hired and the type of support provided to students through the implementation of creative and engaging activities. Increased opportunities for small group instruction and intervention groups utilizing targeted prerequisite skills is what. contributed to the improvements in math.

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

The strategies that are needed to accelerate learning would be the use of progress monitoring with fidelity by instructional coaches and administration, targeted small group instruction with fidelity, teacher-student data chats, and horizontal alignment planning.

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.

Based on the contributing factors and strategies identified to accelerate learning, professional development opportunities will include progress monitoring utilizing formal and informal assessments, effective small group instruction, data chats with all stakeholders (i.e. parents, students, teachers, and the leadership team), and instructional planning with an emphasis on horizontal and vertical alignment.

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

The additional services that will be implemented at the school to ensure the sustainability of improvement for the next year and beyond will be before and afterschool enrichment opportunities

provided by teachers and coaches. We will also continue to implement in-school intervention in the areas of Math and Reading.

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

:

#1. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	ELA: Thirty-nine percent of students in grades three through eight scored at proficiency on the 2022 ELA FSA assessment. Small group instruction will benefit the students performing below grade level by ensuring they receive remediation on the skills they are deficit in. Additionally, it provide enrichment for those who are already proficient. Science: Based on the data of the 2021-2022 school year proficiency did not meet it's goal for grades 5th and 8th.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	ELA: The implementation of small group instruction will result in an improvement of at least 10 percentage points on the 2023 administration of FAST assessment. This is an overall increase from 39% to 49% proficiency. Science: The school goal is to increase the science proficiency by 10 percent (5th-grade science by 26 percent to 36 percent and 8th grade by 40 percent to 50 percent.)
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Transformation coaches will plan collaboratively with teachers and determine instructional resources that will be used during small group instruction. The coaches and/or leadership team will monitor this area of focus by conducting weekly walkthroughs to ensure small group is taking place with fidelity. In addition, teachers will utilize data trackers to track the students progress and to determine the effectiveness of the small group instruction. Data trackers will assist in determining additional remediation if needed.
Person responsible for monitoring outcome:	Diana Loubeau (pr2041@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	ELA: The evidence based strategy is standard aligned small group instruction. Teachers will analyze data checkpoints from formal and informal assessments to identify areas of remediation or enrichment. Both teachers and coaches will share the responsibility of determining resources and delivery systems used to remediate. Teachers will utilize data trackers to track the students progress and to determine the effectiveness of the small group instruction. Science: Experimental labs, data trackers and the use of graphic organizers to deliver explicit instructions utilizing students interactive journals will help provide the information of the progress needed for teachers to determine the effectiveness small group instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this**	ELA: The rationale for selecting small group instruction is it provides teachers with the opportunity to remediate standard deficiencies in a small group focusing only on the skills/standards needed for each group. Data trackers are utilized to track and identify students' areas of deficiency and enable teachers to provide targeted instruction.

specific strategy. Describe the resources/criteria used for selecting this strategy.	Science: Small group instruction will help target students with low deficiency in science to help create the opportunity for remediation's and improve the understanding of the science content. The use of groupings will help increase proficiency in science topic assessments.

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.

1. ELA 6-8

From October 5- June 1, 2023, teachers and the transformation Coach for sixth through eighth grade will meet during common planning to identify targeted skills needed for remediation. The teacher and transformation coach will plan for the implementation of, and identify resources for small group instruction. Data trackers will be utilized to track students' progress and to determine additional remediation. Weekly walkthroughs will be conducted to monitor small group instruction to ensure that it is taking place with fidelity. As a result, the overall proficiency will increase 10 percentage points.

Person Responsible	Melissa Orr (mjscott@dadeschools.net)

2. ELA K-5

From October 5- June 1, 2023, teachers and the transformation coach for grades kindergarten through fifth will meet during common planning to identify skills needed for remediation or enrichment. Together they will identify resources for small group instruction and plan instructional delivery methods. Data trackers will be utilized to monitor both the effectiveness of small group instruction and mastery. The reading transformation coach and administration will conduct weekly walkthroughs to monitor small group instruction and to ensure that it is taking place with fidelity. As a result, the overall proficiency will increase 10 percentage points.

Person Responsible	Michelle Blackshear (chelleblack@dadeschools.net)

3. 4th-5th Grade Science

From October 5- June 1, 2023, teachers and the transformation coach for grades four and five will meet during common planning to identify skills needed for remediation or enrichment. Together they will identify resources for small group instruction, and labs, and plan instructional delivery methods. Data trackers will be utilized to monitor both the effectiveness of small group instruction and mastery. The science transformation coach and administration will conduct weekly walkthroughs to monitor small group instruction and to ensure that it is taking place with fidelity. As a result, the overall proficiency will increase 10 percentage points.

Person Responsible	Myrtha Fortune (296139@dadeschools.net)

4. 8th Grade Science and Biology

From October 5- June 1, 2023, teachers and the transformation coach for 8th-grade science and Biology will meet during planning to identify skills needed for remediation or enrichment. Together they will identify resources for small group instruction, labs, and plan instructional delivery methods. Data trackers will be utilized to monitor both the effectiveness of small group instruction and mastery. The science transformation coach and administration will conduct weekly walkthroughs to monitor small group instruction and to ensure that it is taking place with fidelity. As a result, the overall proficiency in Science will increase 10 percentage points.

Person Responsible	Myrtha Fortune (296139@dadeschools.net)

5. ELA 6-8

From October 31-December 16, 2022, teachers and the transformation coach will review data with consistency to ensure that we are focused on the proficient and bubble students. Resources will be identified to be utilized during small group instruction.

Person Responsible   Melissa Orr (mjscott@dadeschools.net)

6. ELA K-5

From October 31-December 16, 2022, teachers and the transformation coach will review data with consistency to ensure that we are focused on the proficient and bubble students. Resources will be identified to be utilized during small group instruction.

Person Responsible   Michelle Blackshear (chelleblack@dadeschools.net)

#2. 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.	The rationale for the area of transformational leadership specifically related to the instructional leadership team is based on the experience of our transformational coaches. Three of the four transformational coaches have less than three years of experience. If our transformational coaches are provided with opportunities for peer observation at locations with identified "Model" transformational coaches and are able to participate in professional development to assist with building their capacity, it will assist in providing teachers with more effective support during common planning and in-class support.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome that the school plans to achieve is a 34 percentage point increase for implemented CTCs for the 2022-2023 school year. This is an overall increase from 66% to 100% implemented CTCs for teachers identified as tier two or tier three.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored via submitted weekly coaching calendars and administrative class visits to ensure that coaching calendars are accurate and that full CTCs are conducted with fidelity with 100% completion. When this practice is in place, it will assist with building the capacity and knowledge base of the teacher for effective and purposeful instructional delivery.
Person responsible for monitoring outcome:	Diana Loubeau (pr2041@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented is the use of weekly submitted coaching calendars, observation of the complete CTC process, and documented improvement of teacher performance in the identified area of weakness.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The rationale for selecting this specific strategy is based on the data results for identified tier 2 and tier 3 teachers on the 2022 FSA/EOC. During the 2021-2022 school year, 30% of the teachers identified as tier 2 or tier 3 obtained proficiency results of 40% or greater on the 2022 FSA/EOC, resulting in 70% obtaining less than 40% proficiency. According to the weekly submitted coaching calendars, 66% of the identified tier 2 and tier 3 teachers did not participate in CTCs during the 2021-2022 school year.

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.

1. From October 1- June 1, 2023, Transformational coaches for primary grades 2-5 will participate in peer observations at identified schools with "model" coaches. Coaches will return to their assigned location sharing out notes, best practices, and plans for implementation during our weekly leadership team meetings. As a result, the implementation of engagement strategies and collaborative practices will enhance the facilitation of the leadership team meetings.

Person Responsible   George Pratt (304513@dadeschools.net)

2. From October 1- June 1, 2023, Transformational coaches for intermediate grades 5-8 will participate in peer observations at identified schools with "model" coaches. Coaches will return to their assigned location sharing out notes, best practices, and plans for implementation during our weekly leadership team meetings. As a result, the implementation of engagement strategies and collaborative practices will enhance the facilitation of the leadership team meetings.

Person Responsible   Diana Loubeau (dloubeau@dadeschools.net)

3. From October 1- June 1, 2023, Transformational coaches for primary grades 2-5 will participate in professional development such as collaboratories or Power Hours. Coaches will return to their assigned location sharing out notes, best practices, and plans for implementation during our weekly leadership team meetings. As a result, the team will have a comprehensive guideline for walkthroughs and expectations.

Person Responsible   George Pratt (304513@dadeschools.net)

4. From October 1- June 1, 2023, Transformational coaches for intermediate grades 6-8 will participate in professional development such as collaboratories or Power Hours. Coaches will return to their assigned location sharing out notes, best practices, and plans for implementation during our weekly leadership team meetings. As a result, the team will have a comprehensive guideline for walkthroughs and expectations.

Person Responsible   Diana Loubeau (dloubeau@dadeschools.net)

5. From October 31-December 16, 2022, Transformational coaches for intermediate grades 6-8 will develop and conduct professional developments for teachers in observable areas of need. As a result, the transformational coaches will build the capacity of the teachers.

Person Responsible   George Pratt (304513@dadeschools.net)

6. From October 31-December 16, 2022, Transformational coaches for primary grades K-5 will develop and conduct professional developments for teachers in observable areas of need. As a result, the transformational coaches will build the capacity of the teachers.

Person Responsible   George Pratt (304513@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Staff Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	During the 2021-2022 school year, it was noted that 39% of our staff were absent between 5 to 10 days.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a result of positive incentives for attendance such recognitions, our goal is to decrease the number of staff absences with 5-10 days by 10 percentage points from 39% to 29%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	At Benjamin Franklin K-8 Center, we will monitor this area of focus by reviewing the staff sign-in application for attendance in addition to following up with our school's sub-locator to verify attendance.
Person responsible for monitoring outcome:	Diana Loubeau (dloubeau@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence-based strategy being implemented for this area of focus is data-driven decision making. We will closely be monitoring daily attendance in order to meet our weekly goal for staff attendance and implement interventions such as meetings with staff and administration, attendance directives, and referrals to agencies for additional support for staff members who are identified with multiple absences biweekly.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	As a result of 39% of our staff being absent from school during the 2021-2022 school year between five to 10 days, our overall attendance percentage for our staff declined. Based on the reported documents of our staff's attendance, staff members who had excessive absences also demonstrated less than 40% proficiency in the recently released FSA/EOC data.

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.	

1. From October 1- June 1, 2023, school-wide quarterly incentives for staff members with perfect attendance will be implemented to promote increased staff attendance. As a result, teacher absences will decrease by 10 percentage points.

Person Responsible	Diana Loubeau (dloubeau@dadeschools.net)

2. From October 1- June 1, 2023, school-wide attendance challenges will be implemented to promote increased staff attendance. As a result, teacher absences will decrease by 10 percentage points.

Person Responsible	George Pratt (304513@dadeschools.net)

3. From October 1-June1, 2023, names of staff members with perfect attendance will be added to the "All About the Benjamins" bulletin board monthly and will be shared during our monthly faculty meetings. As a result, teacher absences will decrease by 10 percentage points.

Person Responsible	George Pratt (304513@dadeschools.net)

4. From October 1 - June 1, 2023, staff members with perfect attendance will be announced during our weekly updates via school messenger, on our school's website, and displayed on our television scroll in the cafeteria. As a result, teacher absences will decrease by 10 percentage points.

Person Responsible   George Pratt (304513@dadeschools.net)

5. From October 31 - December 16, 2022, a teacher in intermediate grades 6-8 with perfect attendance from the previous week will be randomly selected and recognized as the Teacher of the week and provided with incentives. As a result, teacher absences will decrease each week by 10%.

Person Responsible   George Pratt (304513@dadeschools.net)

6. 5. From October 31 - December 16, 2022, a teacher in primary grades K-5 with perfect attendance from the previous week will be randomly selected and recognized as the Teacher of the week and will be provided with incentives. As a result, teacher absences will decrease each week by 10%.

Person Responsible   George Pratt (304513@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.	The rationale for the area of Mathematics being identified as a critical need was based on Spring 2022 FSA data where only 6% of our SWD's demonstrated proficiency.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The specific measurable outcome that the school plans to achieve is a 20 percentage point increase in the proficiency in Mathematics for SWD's from grades 3-8th, resulting in an increase from 6% to 26%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored via FAST progress monitoring data, topic assessment data, and I-ready diagnostic. Administration/coaches will conduct walkthroughs to ensure that student and class data trackers are current, data chats are taking place and lesson plans are current and aligned to the FAST benchmarks.
Person responsible for monitoring outcome:	George Pratt (304513@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy being implemented is the use of small group instruction on the lowest benchmarks and collaborative planning with a focus on standard alignment instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	There will participate in weekly collaborative planning provided by the mathematics Transformational Coach with math teachers in grades Kinder through 8th grade.

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.

1. From October 1 - June 1, 2023, the ESE support facilitator will participate in common planning with the mathematics transformational coach and math teachers in grades two through five. As a result, the ESE student's overall proficiency will increase by 20 percentage points.

Person Responsible	George Pratt (304513@dadeschools.net)

2. From October 1 - June 1, 2023, the ESE support facilitator will participate in common planning with the mathematics transformational coach and math teachers in grades six through eight. As a result, the ESE student's overall proficiency will increase by 20 percentage points.

Person Responsible	Diana Loubeau (dloubeau@dadeschools.net)

3. From October 1 - June 1, 2023, the ESE support facilitator will provide in-class support for grades two through five during small group instruction to ensure the implementation of accommodations for SWD students is occurring with fidelity. As a result, the ESE student's overall proficiency will increase by 20 percentage points.

Person Responsible	George Pratt (304513@dadeschools.net)

From October 1 - June 1, 2023, the ESE support facilitator will provide in-class support for grades six through eight during small group instruction to ensure the implementation of accommodations for SWD students is occurring with fidelity. As a result, the ESE student's overall proficiency will increase by 20 percentage points.

Person Responsible   Diana Loubeau (dloubeau@dadeschools.net)

5. From October 31 - December 16, 2022, The ESE support facilitator will analyze data from various assessments (I-ready, topic assessments and FAST) to determine ESE students' progress in intermediate grades 6-8. As a result, the ESE support facilitator will track and monitor ESE students' progress.

Person Responsible   George Pratt (304513@dadeschools.net)

6. From October 31 - December 16, 2022, The ESE support facilitator will analyze data from various assessments (I-ready, topic assessments and FAST) to determine ESE students' progress in primary grades 2-5 . As a result, the ESE support facilitator will track and monitor ESE students' progress.

Person Responsible   George Pratt (304513@dadeschools.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The instructional practice related to Reading/ ELA in grades K-2 is standard-aligned explicit instruction. Data from the 2022 administration of the Stanford Achievement Test (SAT10) and the spring 2022 administration of the iReady diagnostic assessment (AP3) show a proficiency percentage for students previously enrolled in the following grades: kindergarten- 65%, grade 1- 37% and grade 2 - 36%. This shows that 46% of students currently enrolled in grades 1-2 are not projected to score at the proficiency level on the 2023 Spring administration of the F.A.S.T. Progress Monitoring Assessment.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The instructional practice related to Reading/ ELA in grades 3-5 to increase the percentage of students scoring at proficiency on the 2023 administration of the F.A.S.T. is standard aligned explicit instruction. Data from the 2022 administration of the Florida Standards Assessment (FSA) shows the following proficiency rates: grade 3- 37%, grade 4- 32%, and grade 5- 32%. That was an overall proficiency average of 33.6% in grades 3-5. Standards-aligned, explicit instruction requires teachers to develop and deliver lessons using various vocabulary strategies to scaffold and/or gradually release skills, and directly teach standards and skills in a way that students easily understand.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The implementation of standard-aligned, explicit instruction will result in an increase of 10 percentage points scoring at proficiency on the 2023 Spring administration of the F.A.S.T. Progress Monitoring. Therefore, our targeted proficiency rate in grades K-2 is 56% from 46%.

Grades 3-5: Measureable Outcome(s)

The implementation of standard-aligned explicit instruction will result in an increase of 10 percentage points scoring at proficiency on the Spring administration of the 2023 F.A.S.T. Progress Monitoring Assessment. Thereby placing our targeted proficiency rate for grades 3-5 at 44% from last year's rate of 33.6%.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Standards-aligned, explicit instruction will be monitored using walkthroughs, teacher and student data trackers outlining performance on McGraw-Hill Progress Monitoring Assessments/ FAST progress monitoring assessments/ and iReady AP1 and AP2, informal data chats with classroom teachers and the reading coach following all data checkpoints; and formal data chats with administration.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Blackshear, Michelle , chelleblack@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The Reading Coach and classroom teachers will work together during collaborative planning sessions to ensure instruction is aligned to the new B.E.S.T. standards by using the standard grade level specific clarifications, appendices, and rubrics to understand the depth and parameters of each standard, identify standard aligned instructional resources, and employ explicit instructional strategies by pre-identifying vocabulary terms that must be taught at the onset of instructional delivery and how the standards/ strategy will be scaffolded into "chunks' during both whole group and small group lessons.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The rationale for selecting standards-aligned explicit instruction is the full implementation of the new BEST standards. It assures classroom teachers first understand the scope of what should be taught at their specific grade level, plan to and deliver instruction using a systematic method of instructional delivery by directly teaching necessary vocabulary, proceeding in small steps, and frequently checking for understanding. Explicit instruction will ensure that the standards are taught in a direct non-ambiguous manner with students understanding what is the intended outcome of each lesson and teachers scaffolding their instruction.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
The Reading Coach and classroom teachers will work together during collaborative planning sessions to ensure instruction is aligned to the new B.E.S.T. standards by using the benchmarks, standard grade level specific clarifications, appendices, and rubrics to understand the depth and parameters of each standard.	Loubeau, Diana, pr2041@dadeschools.net
During collaborative planning sessions classroom teachers together with the reading coach will develop lessons employing explicit instruction strategies that clearly state lesson objectives, scaffold to reach desired complexity, include direct instruction of vocabulary, and includes multiple checks for understanding.	Loubeau, Diana, pr2041@dadeschools.net
Classroom visits by the leadership team and administration during instructional time to ensure explicit instruction is taking place.	Loubeau, Diana, pr2041@dadeschools.net
Data will be tracked to assess the effectiveness of standards-based, explicit instruction on weekly/biweekly progress monitoring assessments. Analyze the data to identify standards that must be remediated during DI.	Loubeau, Diana, pr2041@dadeschools.net
October 31, 2022 to November 10, 2022- The Elementary Reading Coach will train K-5 teachers on the effective implementation of Tier 2 intervention, review iReady AP1 data to establish placement of intervention groups within the quarter 1 or quarter 2 pacing calendars, and provide updated calendars for implementation.	Pratt, George, gpratt3@dadeschools.net
November 14, 2022 to December 16, 2022- The reading coach will conduct walkthroughs and track intervention assessment data to ensure intervention is taking place with fidelity and effectively.	Pratt, George, gpratt3@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.

Benjamin Franklin K-8 Center addresses our building's positive school culture and the environment by implementing various activities geared toward our students and staff. To improve staff attendance and morale teachers are recognized for perfect attendance on the main bulletin board. The birthdays of all staff members are recognized and celebrated monthly. Students are recognized (1) from each grade level in a monthly "Student of The Month" ceremony. Academic honor roll students are recognized quarterly via an

assembly presentation. All students have the opportunity to earn a punch card which provides them admission into special activities in our "All About The Benjamins" program.

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

Parents/Teachers/Administration will assist with planning, and funding of schoolwide activities via ESAC. Teachers will recommend students for rewards by participating in school-wide PBS programs.