

Miami-Dade County Public Schools

Bowman Ashe/Doolin K 8 Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Bowman Ashe/Doolin K 8 Academy

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Albarran, Christina	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management, and the supervision over teaching and support staff.
Cespedes, Monica	Other	The Lead Magnet Teacher is responsible for planning, directing, review the activities and operations of the Magnet Programs and implement program goals and objectives.
Gomez, Dalimar	Teacher, ESE	ESE Department Chair
Gonzalez, Ana	Teacher, K-12	The Science Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary science instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.
Hernandez, Ana	Instructional Media	Test Chairperson and Media Specialist
Martinez, Jose	Assistant Principal	The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management, and the supervision over teaching and support staff.
Llama, Michelle	Reading Coach	The Reading Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.
Isidron, Dianna	ELL Compliance Specialist	ESOL Instructional Leader

Name	Position Title	Job Duties and Responsibilities
Jaramillo, Ginna	Teacher, K-12	Social Studies Instructional Leader
Huss, Cynthia	Teacher, K-12	EESAC Chairperson and Instructional Leader
Rodriguez-Pruna, Lilian	Teacher, K-12	Mathematics Instructional Leader
Hernandez, Beatriz	Teacher, K-12	Instructional Leader
Ramjus, Melissa	Other	The Science Coach is responsible for coaching, supporting, and guiding teachers in best practices for Secondary science instruction. This position coaches teachers, models lessons, co-teaches, collaboratively plans, provides feedback to teachers, and conducts professional developments to build a capacity in teachers.
Vazquez-Rios, Lisset	Principal	The role of the principal is to provide leadership, direction and coordination within the school. The principal's responsibilities are to develop and maintain effective educational programs and to promote the improvement of teaching and learning within the school community.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are an essential component of the learning community and providing feedback towards the School Improvement Process (SIP). Their input is provided through the Educational Excellence School Advisory Committee (EESAC) where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the EESAC meetings, teachers, parents, students, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement. The school will present the SIP for input, review, and approval by all stakeholders and document the discussion in the EESAC meeting minutes. The SIP will be made available to all parents and families upon agreement by all stakeholders during EESAC and on the school's website.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap, by engaging in an on-going data disaggregation process with stakeholders and correlating the achievements or lack of to the action steps outlined on the SIP. This will be done through grade level meetings, data chats, faculty meetings, and EESAC meetings. To ensure continuous improvement, the plan will be revised through analyzing what the areas of concern are and developing new implementation steps that will be purposeful in targeting the areas of focus.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	2	14	11	8	7	6	5	9	12	74
One or more suspensions	0	0	0	0	0	1	0	0	1	2
Course failure in English Language Arts (ELA)	0	7	4	6	3	2	4	0	0	26
Course failure in Math	0	4	5	3	6	1	5	0	0	24
Level 1 on statewide ELA assessment	0	0	0	7	22	27	33	24	32	145
Level 1 on statewide Math assessment	0	0	0	5	7	16	28	6	18	80
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	10	20	31	27	29	41	30	51	242
	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	9	4	16	16	24	6	16	26	119

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	7	4	7	1	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	1	0	1	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	15	10	10	4	12	8	14	25	98
One or more suspensions	0	0	0	0	0	0	0	2	12	14
Course failure in ELA	0	5	4	3	4	2	4	0	7	29
Course failure in Math	0	5	4	1	3	4	6	1	11	35
Level 1 on statewide ELA assessment	0	0	0	3	12	22	17	26	30	110
Level 1 on statewide Math assessment	0	0	0	0	6	21	15	17	33	92
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	6	12	16	26	20	35	41	163

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	4	4	6	15	13	17	98

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	12	6	7	6	6	9	14	13	90
One or more suspensions	0	0	0	0	1	0	0	2	6	9
Course failure in ELA	0	9	3	7	2	1	0	0	0	22
Course failure in Math	0	8	1	9	1	5	0	0	2	26
Level 1 on statewide ELA assessment	0	0	0	28	33	37	25	33	28	184
Level 1 on statewide Math assessment	0	0	0	11	18	28	6	21	29	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	24	35	34	35	46	31	53	53	318

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	7	4	4	6	15	13	17	66

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	7	3	3	1	1	1	0	16
Students retained two or more times	0	0	0	0	0	1	1	1	0	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	61	53	61	62	55	59		
ELA Learning Gains				60			54		
ELA Lowest 25th Percentile				55			47		
Math Achievement*	68	63	55	65	51	42	52		
Math Learning Gains				68			31		
Math Lowest 25th Percentile				62			27		
Science Achievement*	65	56	52	49	60	54	49		
Social Studies Achievement*	71	77	68	73	68	59	50		
Middle School Acceleration	71	75	70	72	61	51	68		
Graduation Rate		76	74		53	50			
College and Career Acceleration		73	53		78	70			
ELP Progress	76	62	55	67	75	70	56		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	632
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	4	
ELL	60			
AMI				
ASN				
BLK				
HSP	67			
MUL				
PAC				
WHT				
FRL	67			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	3	
ELL	57			
AMI				
ASN				
BLK				
HSP	63			
MUL				
PAC				
WHT	69			
FRL	62			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			68			65	71	71			76
SWD	29			32			32	41			6	52
ELL	56			62			54	50			6	76
AMI												
ASN												
BLK												
HSP	62			67			64	70	71		7	76
MUL												
PAC												
WHT												
FRL	60			65			63	77	73		7	70

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	61	60	55	65	68	62	49	73	72			67
SWD	28	46	44	29	46	42	17	23				65
ELL	55	64	58	57	66	57	32	45	64			67
AMI												
ASN												
BLK												
HSP	61	60	56	64	68	64	49	73	71			67
MUL												
PAC												
WHT	55			82								
FRL	59	59	55	63	66	62	45	75	69			66

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	59	54	47	52	31	27	49	50	68			56
SWD	23	39	41	23	24	24	16	14				39
ELL	51	54	52	44	28	25	36	47	64			56
AMI												
ASN	90			80								
BLK												
HSP	59	54	48	52	30	26	49	50	69			55
MUL												
PAC												
WHT	60	55		64	30							
FRL	57	54	47	49	28	26	46	49	64			55

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	51%	56%	-5%	54%	-3%
07	2023 - Spring	50%	50%	0%	47%	3%
08	2023 - Spring	50%	51%	-1%	47%	3%
04	2023 - Spring	52%	58%	-6%	58%	-6%
06	2023 - Spring	47%	50%	-3%	47%	0%
03	2023 - Spring	50%	52%	-2%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	74%	58%	16%	54%	20%
07	2023 - Spring	49%	48%	1%	48%	1%
03	2023 - Spring	70%	63%	7%	59%	11%
04	2023 - Spring	65%	64%	1%	61%	4%
08	2023 - Spring	45%	59%	-14%	55%	-10%
05	2023 - Spring	59%	58%	1%	55%	4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	54%	40%	14%	44%	10%
05	2023 - Spring	49%	50%	-1%	51%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	56%	27%	50%	33%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	65%	28%	63%	30%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	68%	-9%	66%	-7%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component with the lowest performance was the FAST ELA grades 3-8, with only 50 percent of students scoring at or above proficiency. A contributing factor for low performance was the influx of ELL students arriving throughout the school year. Approximately 130 students that took the ELA FAST assessment were ESOL less than two years. Most of these students did not have sufficient instructional days with their teachers to acquire the language and make adequate progress towards mastering grade level standards.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

School FAST data from Spring 2023, indicated a decline in ELA proficiency. There was a 7 percentage-point decrease in the number of students in grades 3 - 8 demonstrating proficiency when comparing 2023 ELA FAST data to 2022 ELA FSA data. One of the factors contributing to this decline is the implementations of the new B.E.S.T. standards. Teachers were still learning the B.E.S.T. standards while adapting to the new reading series, new vocabulary, and FAST questioning stems. It was their first experience with the new assessment style. With this new knowledge base, teachers will now be able to effectively adjust instruction and planning to better prepare students for the rigor of the FAST assessment. Another factor that impacted ELA Proficiency was the addition of computer-based testing in grades 3-5. Students had been previously trained in paper-based test taking skills. Students needed additional practice with the tools and experience of computer-based testing.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When comparing the state average to the school's average, the component with the greatest gap was in the Seventh Grade Civics data. State data showed that 66 percent of the students that took the assessment scored at proficiency, while only 59 percent of students at Bowman Ashe/ Doolin K-8 Academy scored at proficiency. This demonstrates a 7 percentage-point gap between the state and the school's performance on the Civics Assessment. A contributing factor was the arrival of 19 ESOL students mid-way through the year. These students did not have sufficient instructional days with their

teachers to acquire the language and master the civics standards. Since these students were new to the country, they did not have any prior experiences or knowledge of the United States' government and laws.

Which data component showed the most improvement? What new actions did your school take in this area?

When comparing 2023 School data to 2022 School data, the component with the greatest improvement was in Fifth and Eighth Grade Science. In 2022, only 40 percent of students scored a 3 or above in the Science Assessment. In 2023, there was an 11 percentage-point increase in proficiency, with 52% of the students scoring at a 3 or above on the Science Assessment. The successful implementation of data-driven instruction allowed teachers to maximize instructional time by revisiting benchmarks students had not yet mastered after ensuring all grade level curriculum had been taught. Teachers targeted these students during morning tutoring, small group instruction, and D.I. Moreover, the use of district science resources, the incorporation of the STEAM curriculum, the purchasing of supplemental resources, and the implementation of technology such as Edgenuity, allowed teachers to increase student achievement in science.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

After reflecting on EWS data, the component with the greatest need for growth is reading. The 2023 data showed 242 students school-wide demonstrating a substantial reading deficiency. While this number includes the 130 ESOL students with less than two years of instruction that enrolled in the school last year, there is still a significant need to focus on reading instruction to increase student achievement on the 2024 ELA FAST. assessment.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our first priority for the 2023 -2024 school year is to increase student achievement in reading, as demonstrated through proficiency and learning gains in the 2024 ELA FAST assessment. Our second priority is to maintain and increase student achievement in the 2024 Math FAST assessment and 2024 Science assessment.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing the 2023 FAST data, our school will implement the Targeted Element of Benchmark-aligned Instruction. We selected ELA as our instructional focus since it was the only subject area to not see an increase in proficiency when comparing the Spring 2023 assessment data to Spring 2022 assessment data. In 2022 57% of the students in grades 3-5 scored at proficiency on the ELA FSA, but only 50% of students in grades 3-5 scored at proficiency in the 2023 ELA FAST. This is a 7 percentage-point decrease in proficiency. Additionally, we saw a 12 percentage-point decrease in 3rd grade ELA proficiency. We must provide targeted benchmark-based instruction to increase student achievement in ELA. By focusing on standards, we will be able to identify and remediate areas of need to assist all students in grade K-8 to access grade level ELA 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 Benchmark-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 2024 ELA FAST 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 Benchmark-aligned Instruction. During monthly Instructional Leadership Team 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 and assist in the implementation of benchmark-aligned instruction. Additionally, this strategy can be used at the class level by administration and support staff to assist teachers in adjusting plans and instructional delivery as new data becomes available.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. As a result we expect to see students and teachers accessing and using the textbooks and related materials through the Schoology platform.

Person Responsible: Christina Albarran (calbarran@dadeschools.net)

By When: August 17, 2023

Grade level/ department heads will meet with their teams to identify the assessments that will be utilized to evaluate the effectiveness of instruction across standards specific to the subject(s) being taught. As a result, we expect to see consistent data collection across grade levels and departments.

Person Responsible: Christina Albarran (calbarran@dadeschools.net)

By When: September 15, 2023

The Instructional Leadership Team will convene to create a Progress Monitoring Plan with the identified assessments per grade level/ subject area. The team will engage in collaborative conversation to analyze data, identify trends and implementing next steps to guide classroom instruction.

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

By When: September 29, 2023

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Analysis of the 2023 FAST/EOC data reveals that the ESSA subgroup, Students with Disabilities (SWD), fell short of meeting the 41% threshold. Despite seeing 43% of SWD scoring at or above proficiency in the 2023 Civics EOC, data from PowerBi projects a federal index score of 35%. This is a 3 percentage-point decrease when compared to the 2022 Federal Index score of 38%. Based on the data, there is a need to increase proficiency within the SWD subgroup. By implementing the strategy of collaborative data chats, we aim to support our teachers in providing our SWD effective instruction to access the B.E.S.T. standards and aligned instructional resources across all subject areas and see an 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 collaborative data chats, we expect to see an additional 5% of SWD scoring at grade level or above in the areas of reading and math, as evidenced by the 2024 FAST data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

To ensure our students with disabilities are progressing towards achieving proficiency levels on grade level standards, multiple layers of monitoring will be implemented by the School Leadership Team. Administration will conduct regular walkthroughs of classrooms to ensure quality instruction and problem-based learning strategies are being implemented. Additionally, administrators and instructional support staff will meet bi-weekly with inclusion and support facilitation teachers to engage in collaborative data chats aimed at monitoring student progress and identify the best resources and instructional tools to assist SWD in accessing and mastering grade level material. Further progress monitoring will be conducted at Instructional Leadership Team meetings, where data analysis of formative assessments, with a special emphasis in the SWD subgroup, will be used to track progress across all subject areas and grade levels.

Person responsible for monitoring outcome:

Christina Albarran (calbarran@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The evidence-based strategy of "collaborative data chats" will allow us to address the unique needs of our targeted ESSA subgroup, Students with Disabilities (SWD). By convening regular meetings involving administrators, instructional support staff, inclusion teachers, and support facilitation teachers, this intervention enables all stakeholders to engage in data-driven decision-making. Collaborators can gain

insights into individual strengths, challenges, and progress for the SWD. These collaborative discussions foster a multidisciplinary environment where effective instructional methods and interventions are shared and refined. Moreover, data chats facilitate tailored support, resource allocation, goal setting, and progress monitoring, ensuring that SWD receive targeted assistance to meet grade-level standards within an inclusive, problem-based learning framework.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 create a calendar outlining bi-weekly collaborative data chat sessions for the first semester and create calendar invites for inclusion teachers, support facilitation teachers, instructional support staff, and administration. As a result, all invitee will be prepared and available to meet at the specified dates and time.

Person Responsible: Michelle Llana (llama@dadeschools.net)

By When: August 23, 2023

Inclusion teachers, support facilitation teachers, instructional support staff, and administration will meet on a bi-weekly basis to engage in collaborative data chats targeted at meeting the needs of the SWD. This effort is expected to result in observable instructional adjustments in classroom instruction and activities by both, the inclusion and support facilitation teachers.

Person Responsible: Christina Albarran (calbarran@dadeschools.net)

By When: September 13, 2023 - September 29, 2023

Administration will organize a professional development session for inclusion and support facilitation teachers to acquire best practices to implement in the inclusive classroom setting and enhance their understanding of their respective roles within the inclusive classroom. As a result, we expect to see evidence of the implementation of best practices in the classrooms.

Person Responsible: Christina Albarran (calbarran@dadeschools.net)

By When: September 29, 2023

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 School Climate Survey, feedback from staff indicates there is a 16 percentage-point increase in the number of teachers who agreed that staff morale is high at the school. Sixty-five percent of teachers expressed agreement in high staff moral in 2023, compared to only 49% of staff members in the 2022 School Climate Survey. The data demonstrate that action steps, such as garnering teacher input on forms of recognition, organizing team-building activities, and highlighting staff members at faculty meetings, implemented last school year, positively impacted school morale. While there has been an improvement in staff morale, there remains room for growth for this targeted element.

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, we expect to see a 10 percentage-point increase in staff morale in the 2023 School Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

To ensure action steps aimed at increasing school morale are implemented in a timely manner and with fidelity, the school leadership team will meet on a quarterly basis with the Celebrating Success Committee members to garner feedback and adjust efforts, if necessary. Additionally, Instructional Leadership Members will gather feedback and ideas from staff members during monthly grade level/ department meetings.

Person responsible for monitoring outcome:

Lisset Vazquez-Rios (pr0451@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School Spirit, Pride, and Branding encourages and promotes school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

School spirit, pride and branding is the evidence-based intervention that will be implemented to build upon the foundation laid through the celebrating success action steps from the 2022- 2023 school year. By becoming a STarts2 magnet school, we have to the opportunity to merge our existing school culture with guiding principles and objectives of the magnet. Our commitment extends beyond the social-emotional aspects, encompassing physical changes within the school environment as well.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and Gold STEAM designation, by holding an off campus Opening of Schools Meeting centered around the new branding and marking of the school's STarts2 magnet program. As a result, we expect to see this year's theme STart Smart, Dream Big in all classroom décor and school communication.

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

By When: August 14, 2023

The PTO will organize an off-campus family night at the local McDonald's, to provide staff members, students, and members of the community with an opportunity to build school pride and continue school traditions. We expect to see staff members interacting with students and community members while exemplifying the founding principles of the school and STarts Magnet Program.

Person Responsible: Christina Albarran (calbarran@dadeschools.net)

By When: September 29, 2023

Administration will identify the staff members that will participate in the school's committees to assist in promoting school pride through activities, changes to the school's physical environment, and continuing/creating unique school traditions. As a result we expect to see a committee participant list and the dates set for committee meetings for the first grading period.

Person Responsible: Christina Albarran (calbarran@dadeschools.net)

By When: September 29, 2023

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

When comparing 2023 School data to 2022 School data, there was an 11 percentage-point increase in science proficiency. In 2023, 52% of the students in 5th and 8th grade scored a 3 or above on the Science Assessment, which marked a substantial improvement over the 40% of students in grades 5 and 8 who scored a 3 or above in the 2022 Science Assessment. When analyzing science data by grade level, it was noted that 49% of fifth grade students scored at or above proficiency in the 2023 Science Assessment. This score demonstrates a 6 percentage-points increase in proficiency when compared to the school's 2022 fifth grade science proficiency score of 43%. It is important to note, however, that our school's fifth grade performance of 49% proficient in the 2023 science assessments fell short by 2 percentage-points in comparison to the state's performance average of 51%. This highlights the need for enhanced science instructional supports in science in the elementary grades. Through the implementation problem-based learning and enhanced STEM labs through the STarts2 magnet program in grades K-5, we will strengthen our science instruction to deepen students' understanding of the science standards and increase student achievement in the Statewide Science Assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement problem-based learning and enhanced STEM labs in the elementary science curriculum, then we expect to see a 3 percentage-point increase in 5th grade science proficiency, as evidenced by 5th grade scores in the 2024 Science Statewide Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

To ensure the successful implementation, multiple layers of monitoring will be utilized by the SLT. Administration will conduct regular walkthroughs of classrooms and STEM labs to ensure authentic exploration and collaborative problem-solving are taking place. Throughout the school year, the Lead Magnet Teacher and Magnet STEM teacher will engage in weekly collaborative meetings with members of the School Choice and Parental Options (SCPO) Team to ensure instruction, resources, and professional learning opportunities are aligned to the instructional needs of staff members and meet the requirements of the STarts2 magnet program. Additionally, staff members, instructional support personnel and administration will meet regularly to engage in collaborative conversations during monthly Faculty Meetings or Instructional Leadership (ILT) Team meetings to analyze school data and feedback from staff. The information discussed will be used to modify classroom instruction and identify areas in need of support to help meet the educational needs of our students.

Person responsible for monitoring outcome:

Lisset Vazquez-Rios (pr0451@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Inquiry-Based Learning refers to any form of active learning that starts by posing questions, problems, or scenarios rather than presenting facts. When engaged in Inquiry-Based Learning, students will typically be assigned a research issue, question, project or problem to develop their knowledge or solutions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

With the Targeted Element of Science Instruction, our school will focus on the evidence-based strategy of inquiry-based learning. The strategy will assist in mitigating any difficulties students may have experienced in mastering grade level science concepts. By providing students with the opportunity to utilize experiential, interdisciplinary Problem-Based Learning experiences students will be able to master academic content while applying collaborative problem-solving skills.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Administration will create a master schedule with build in STEM Lab time. As a result, teachers will have set time each week to provide students with opportunities to engage in collaborative Problem-Based Learning experience to learn grade level science content.

Person Responsible: Christina Albarran (calbarran@dadeschools.net)

By When: August 17, 2023

Lead Magnet Teacher and STEM Magnet Teacher will collaborate with each grade level to identify science standards that require reinforcement through STEM Labs. As a result, we will create and compile a collection of STEM labs that will assist our students in learning grade level science content.

Person Responsible: Monica Cespedes (mcespedes4@dadeschools.net)

By When: September 22, 2023

Using input from the SCPO Team and K-5 Science teachers, the Lead Magnet, STEM Magnet, and ESE Magnet Teachers will create a curriculum binder with STEM labs for each grade level that follow the problem-based learning model for the first grading period. As a result, teachers will be implementing these problem-based learning activities in the Science STEM labs.

Person Responsible: Monica Cespedes (mcespedes4@dadeschools.net)

By When: September 29, 2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school improvement plan is highlighted for all stakeholders during the annual Title I meeting and EESAC meetings in both English and Spanish. It is also available online on the school's

website (<https://bowmanashedoolink8.net/>) and in print for those who wish to peruse the information independently.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will implement activities according to the Title I School-Level Family Engagement Plan that build the capacity for meaningful parent and family engagement. The activities implemented by the school will help to build relationships with the community in order to improve student achievement. Additionally, the school will provide resources and training to assist parents and families to work with their child(ren), and provide other reasonable support for parent and family engagement via Webinars, PowerPoint Presentations, Handouts, Webpage information and in-person meetings.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum by having focused collaborative planning sessions that focus on how to maximize the instructional time and addresses the diverse needs of the learners. Additionally, intervention and tutorial programs will be developed and offered to students needing remediation or enrichment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school will coordinate and integrate parent and family engagement programs and activities to guide parents how to help their child at home. This will include coordination with other federal programs such as Title III (Tutoring for English Learners), Title IX Project Up-Start, and Voluntary Pre-K programs. Strategies provided to parents of ELL students will help enhance their academic performance. Resources provided to families in transition will help students overcome barriers to learning. Strategies provided to parents of VPK students will help build a strong academic foundation.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Bowman Ashe/Doolin K-8 Academy has two School Counselors that have developed a Comprehensive School

Counseling plan to ensure that we are meeting the varying needs of a students. A School Psychologist, Mental Health Counselor, and School Social Worker are also used in support of this plan. When more extensive support is needed, students may be referred to community agencies for specialized support.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Bowman Ashe/Doolin K-8 Academy provides a tiered model of academic and behavioral support to ensure all students are being provided with equitable access to education. Our MTSS core team consists of School Counselors, an ESE Site-Based Specialist, Administration, Interventionists, and an Instructional Coach. This team meets quarterly to monitor and evaluate the effectiveness of a continuum of tiered services. Based on data, a student may be recommended for a change in tiered intervention, the layering of more intensive interventions, and/or the referral of an evaluation for a suspected disability.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teacher recruitment and retention is one of the largest driving forces in the success of Bowman Ashe/Doolin K-8 Academy. As part of the induction cycle, teachers and staff are provided with on-going Professional Learning that focuses on precise, high yield strategies for promoting safe and caring schools while increase academic achievement and long-term outlooks. Determination of Professional Learning is driven by a triangulation of data, including academic metrics, Office Disciplinary Referrals, and Progress toward ESE/ELL plans.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

To assist in the transition from preschool to elementary school, incoming kindergarten parents and students are invited to attend orientations and "kindergartener for a day" field trips to allow students and families to gain exposure to necessary prerequisite and foundational skills for kindergarten readiness. Additionally, students and families were invited to participate in "Kindergarten Rocks and Enrolls," providing an opportunity to learn routines, tour the campus, and familiarize themselves with their new learning environments within a kindergarten classroom.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00

3	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No