# Barbara Hawkins Elementary School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# Barbara Hawkins Elementary School

## 19010 NW 37TH AVE, Miami Gardens, FL 33056

## http://bjh.dadeschools.net/

### 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:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>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.**

Our mission is to continuously create a unified team of committed colleagues to ensure that every student experiences success everyday culminating in 100 percent proficiency across all areas- academically, socially, and emotionally.

**Provide the school's vision statement.**

Barbara Hawkins University aims to enable all children to become confident, independent and self-motivated learners actively involved in guiding their own learning in a national and international model for educational excellence.

## 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 |
|---|---|---|
| Williams, Rhonda | Principal | The principal provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. She establishes high expectations for all students, and ensures that the school-based team is implementing the Multi-Tiered System of Support (MTSS). |
| Palmer, Awanna | Assistant Principal | The Assistant Principal works in collaboration with the principal in implementing the vision and mission for the school. She ensures fidelity of the MTSS monitoring by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs. |
| Jimeson, Cryeshia | Instructional Coach | The Instructional Math Coach supports all Math K-5 staff in the implementation of the Math program. The Coach will work directly with teachers by providing classroom-based demonstrations, collaborative and one-on-one support, facilitating teacher inquiry and related professional development. The Math Coach will focus on enhancing the teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The Math Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions during mathematics. |
| Davis, Tiffany | Instructional Coach | The ELA Instructional Coach supports all K-5 staff in the implementation of the ELA program. The ELA Coach will work directly with teachers by providing classroom-based demonstrations, collaborative and one-on-one support, facilitating teacher inquiry and related professional development. The ELA Coach will focus on enhancing the teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. The ELA Coach will also work with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions for reading, writing and intervention. |
| Sheffield, Anissa | School Counselor | The Counselor is an integral part of the MTSS team that uses data-based problem solving to integrate academic and behavioral instructional and intervention. She provides support to individuals and small groups of students as deemed necessary. The Counselor also assists with attendance issues to ensure students attend school on a consistent basis. |

**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.

The Leadership Team presented the data to our teachers, parents and additional stakeholders during faculty meetings and EESAC meetings. The Leadership Team reviewed and analyzed the data to

identify our areas of strength and growth. The action steps were developed by the input of the faculty and the stakeholders. Our curriculum areas improved overall, we still need to improve in the area of Students with Disabilities. The EESAC Committee approved the plan and the action steps.

**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 monitored each month during our faculty, leadership team and EESAC meetings. In addition, we will continue to complete walkthroughs and provide feedback to students and teachers. Each action step will be evaluated for completeness and will be revised as necessary. In addition, the data will be reviewed to determine the effectiveness of the steps as indicated in the SIP.

## Demographic Data

| | |
|---|---|
| **2023-24 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Other School PK-5 |
| **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** | Yes |
| **2021-22 ESSA Identification** | 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) | |
| **School Grades History** | 2021-22: C 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 | 6 | 9 | 11 | 6 | 4 | 7 | 0 | 0 | 0 | 43 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 1 | 4 | 4 | 2 | 7 | 0 | 0 | 0 | 18 |
| Course failure in Math | 0 | 1 | 1 | 4 | 6 | 3 | 0 | 0 | 0 | 15 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 9 | 6 | 11 | 0 | 0 | 26 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 6 | 9 | 5 | 0 | 0 | 20 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 4 | 12 | 8 | 9 | 9 | 19 | 0 | 0 | 0 | 61 |

**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 | 0 | 1 | 2 | 8 | 6 | 9 | 0 | 0 | 0 | 26 |

**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 | 0 | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 5 |

**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 | 4 | 7 | 10 | 17 | 9 | 14 | 0 | 0 | 0 | 61 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 2 | 12 | 3 | 6 | 0 | 0 | 0 | 23 |
| Course failure in Math | 0 | 0 | 1 | 5 | 2 | 1 | 0 | 0 | 0 | 9 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 13 | 5 | 14 | 0 | 0 | 0 | 32 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 10 | 10 | 22 | 0 | 0 | 0 | 42 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 1 | 1 | 1 | 18 | 7 | 15 | 0 | 0 | 0 | 43 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 1 | 0 | 14 | 4 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 5 |

**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 | 4 | 7 | 10 | 17 | 9 | 14 | 0 | 0 | 0 | 61 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 2 | 12 | 3 | 6 | 0 | 0 | 0 | 23 |
| Course failure in Math | 0 | 0 | 1 | 5 | 2 | 1 | 0 | 0 | 0 | 9 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 13 | 5 | 14 | 0 | 0 | 0 | 32 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 10 | 10 | 22 | 0 | 0 | 0 | 42 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 1 | 1 | 1 | 18 | 7 | 15 | 0 | 0 | 0 | 43 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 1 | 1 | 0 | 14 | 4 | 0 | 0 | 0 | 0 | 20 |
| Students retained two or more times | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 5 |

## 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.

**District and State data will be uploaded when available.**

| Accountability Component | 2022 | | | 2021 | | | 2019 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 34 | | | 27 | | | 57 | | |
| ELA Learning Gains | 58 | | | 42 | | | 61 | | |
| ELA Lowest 25th Percentile | 58 | | | 70 | | | 50 | | |
| Math Achievement* | 37 | | | 27 | | | 64 | | |
| Math Learning Gains | 57 | | | 27 | | | 57 | | |
| Math Lowest 25th Percentile | 58 | | | 25 | | | 42 | | |
| Science Achievement* | 25 | | | 23 | | | 67 | | |
| Social Studies Achievement* | | | | | | | | | |
| Middle School Acceleration | | | | | | | | | |
| Graduation Rate | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| ELP Progress | | | | | | | | | |

*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 | 47 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 327 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99 |
| Graduation Rate | |

**ESSA Subgroup Data Review (pre-populated)**

| 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 | 23 | Yes | 2 | 1 |
| ELL | | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 47 | | | |
| HSP | 41 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 47 | | | |

**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)

| 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 | 34 | 58 | 58 | 37 | 57 | 58 | 25 | | | | | |
| SWD | 23 | 39 | | 19 | 22 | | 10 | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 35 | 60 | 56 | 37 | 58 | 58 | 24 | | | | | |
| HSP | 36 | | | 45 | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 35 | 58 | 59 | 37 | 57 | 56 | 24 | | | | | |

| 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 | 27 | 42 | 70 | 27 | 27 | 25 | 23 | | | | | |
| SWD | 20 | | | 20 | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 25 | 41 | | 27 | 32 | 30 | 18 | | | | | |
| HSP | 55 | | | 27 | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 28 | 42 | 70 | 28 | 27 | 25 | 23 | | | | | |

| 2018-19 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 2017-18 | C & C Accel 2017-18 | ELP Progress |
| All Students | 57 | 61 | 50 | 64 | 57 | 42 | 67 | | | | | |
| SWD | 43 | | | 36 | | | | | | | | |
| ELL | | | | | | | | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 55 | 60 | 50 | 65 | 58 | 44 | 65 | | | | | |
| HSP | | | | | | | | | | | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 57 | 62 | 50 | 64 | 57 | 44 | 65 | | | | | |

**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.

**School, District and State data will be uploaded when available.**

## 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 data component that showed the lowest performance was Science. Our science data indicates that approximately 40% of the 5th grade students were proficient in science. The contributing factors include the inconsistency monitoring of the interactive journals. Students were not completing the questions completely.

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

Based on the data, we did not decline in any component; however, we did not meet our goal for Science. We targeted the bubble students late in the school year and the students were inconsistent with completing the explain questions in the science interactive journals.

**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.**

Science has the greatest gap as compared to the state average. Our uncleaned mean scale score was 189 and the state's average which has a difference of 10 points. The factors that contributed to this gap include lack of consistency with explain questions in science journals and students explaining the scientific process during essential labs.

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

Math showed the most improvement. We worked on differentiated instruction on a consistent basis, we pulled out students during Special Area. In addition, we provided supplemental resources from Mastery Education and worked on math facts at the arrival of students on a daily basis.

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

Our potential area of concern based on the EWS data is student attendance.

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

1. ELA overall (3rd-5th)
2. ELA - 3rd grade
3. Science - 5th grade
4. Writing - 4th and 5th grade
5. Math overall (3rd-5th)

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

## #1. Positive Culture and Environment specifically relating to Early Warning System

### 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.

According to the 22-23 Student Attendance PowerBi School Profile chart, it indicates that 26% of our students miss 16 or more days as compared to the District with 21% of the students absent. Based on the data and the contributing factors of low attendance, we will implement the Early Warning System.

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

With the implementation of Attendance Initiatives, 10% of our Kindergarten through 5th grade students will improve their attendance of 16 or more absences by May of 2024. The projected outcome goal is based on improving our attendance to align closer with the district and other ETO schools.

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

The Leadership Team will monitor attendance on a daily basis by reviewing the attendance bulletin and providing weekly and monthly incentives.

### Person responsible for monitoring outcome:

Anissa Sheffield (asheffield@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.)

With the Targeted Element of Early Warning Systems, our school will focus on the Evidence-based Intervention of: Attendance initiatives. Attendance Initiatives will assist us with close monitoring of the student absences and provide incentives for students that attend on a regular basis.

### Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

### 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.

1. Review attendance bulletin and monitor attendance on a daily basis. As a result, the attendance team can review attendance daily and follow the attendance plan.

**Person Responsible:** Anissa Sheffield (asheffield@dadeschools.net)

**By When:** September 29th

2. Provide a weekly attendance incentives for all students that attend school for the entire week. As a result, the attendance will improve each week as indicated on the attendance chart.

**Person Responsible:** Awanna Palmer (palmerawanna@gmail.com)

**By When:** September 29, 2023

3. Provide an incentive for students that attended school for the entire month. As a result, the students' attendance will begin to improve over the month and our percentage rate will increase.

**Person Responsible:** Rhonda Williams (pr3781@dadeschools.net)

**By When:** September 29th

**#2. 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.

According to the 22-23 science assessment data, 40% of the 5th grade students were proficient in Science. Our mean scale score was 189 as compared to the state's average of 199. Based on the data and the contributing factors of inconsistent monitoring of journals, students did not complete the questions in its entirety after essential labs were conducted, we will implement the targeted element of Science.

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

With the implementation of data driven decision making, the 5th grade students will increase the percentage of proficiency students by 10 points by the May 2024 state's Science Assessment. This increase will allow us to meet the goal of 50% for Science.

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

The Administrative Team and the Science Leader will review the 4th grade post test 2023 assessment data and develop and adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current data.

Administrators will review lesson plans for indication of differentiation. Differentiation instruction will be based on the weakest benchmarks in Science. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on science standards.

**Person responsible for monitoring outcome:**

Awanna Palmer (palmerawanna@gmail.com)

**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.)

Within the Targeted Element of Science, our school will focus on the Data-Driven Decision Making. Data-Driven Decision Making will assist the teacher in making instructional decisions based on the captured data from the Science assessments. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include interactive journals.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

**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.

1. Review and analyze the 4th grade Science assessment data. As a result, the teacher will be able to identify the top 45% of students and use data to drive instruction. As a result, the teacher will place students in differentiated groups based on the reviewed data and provide data-driven instruction to improve our science scores.

**Person Responsible:** Awanna Palmer (palmerawanna@gmail.com)

**By When:** September 1, 2023

2. Create interactive notebooks with journal dividers. As a result, the students will have an organized place for anchor charts, labs and essential questions which will help them with their science scores.

**Person Responsible:** Craig Uptgrow (cuptgrow@dadeschools.net)

**By When:** September 1, 2023

3. Administration will meet with science teacher bi-weekly to go over look-fors in journals such as BUST strategies, labs, essential questions. As a result, administration with provide constructive feedback to the teacher to improve the overall science scores.

**Person Responsible:** Rhonda Williams (pr3781@dadeschools.net)

**By When:** September 29, 2023

**#3. 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.

According to the 21-22 ESSA Subgroup information, the Federal Percent of Points Index is below 41% for Student with disabilities. Based on the data and the identified contributing factors of low academic scores, we will implement strategies in ELA, mathematics, science for the targeted element of students with disabilities.

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

With the implementation of scaffolding, at least 10% of the students with disabilities will increase their proficiency level on the state assessments for reading and mathematics by May of 2024. Scaffolding will be chunked lessons which will identify the main components of each lesson.

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

The Administrative Team will review bi-weekly lesson plans for indication of scaffolding of the lessons in the ESE resource classes. The Instructional Coaches will assist the Special Education Teachers during common planning for whole group instruction on a weekly basis.

**Person responsible for monitoring outcome:**

Rhonda Williams (pr3781@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.)

Within the Targeted Element of Students with Disabilities, our school will focus on Scaffolding. Scaffolding will assist the teachers with gradually releasing tasks to enable the students to solve problems in chunks.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance.

**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.

1. The Instructional Coach will develop a professional development on scaffolding with the ESE teachers. As a result, the teachers will be able to develop a scaffolded lesson to increase their student's scores.

**Person Responsible:** Tiffany Davis (tiffie@dadeschools.net)

**By When:** August 31, 2023

2.The ESE resource teachers and the Instructional Coaches will analyze the PM3 data and develop a scaffolded lesson. As a result, the teachers will have lessons that will chunked and work towards mastery in ELA and Mathematics.

**Person Responsible:** Cryeshia Jimeson (232485@dadeschools.net)

**By When:** September 29, 2023

3. Administrative Team will conduct weekly walk-throughs to monitor the ESE resource classrooms for scaffolding lessons. As a result, administrators will provide feedback on lesson plans.

**Person Responsible:** Awanna Palmer (palmerawanna@gmail.com)

**By When:** September 29, 2023

## #4. Instructional Practice specifically relating to ELA

### 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.

According to the 22-23 FAST PM3, 46% of the 4th grade students were proficient in ELA as compared to the state's average of 57% and the district's average of 58%. Based on the data and the contributing factors of inconsistent intervention instruction, we will implement the targeted element of ELA.

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

With the implementation of intervention, we will increase by 5 percentage points of the 3rd-5th grade students will implementation intervention to increase our ELA scores by May 2024. This increase will increase our percentage to over 60% of our students being proficient which will increase our overall scores.

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

The Administrators will review lesson plans for indication of intervention. Data Analysis of formative assessments will be reviewed monthly to observe progress. We will create an online tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on reading standards.

### Person responsible for monitoring outcome:

Awanna Palmer (palmerawanna@gmail.com)

### 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.)

Within the Targeted Element of ELA, our school will focus on the Evidence-based intervention of intervention. Intervention will assist the students with a deficiency in phonics and comprehension. Intervention will be monitored through the use of data trackers and progress monitoring.

### Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Intervention is a strategy used to teach a new skill, or encourage a child to apply an existing skill to new situations or settings.

### 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.

1. ELA teachers and interventionist will meet with the ELA Instructional Coach to update the intervention corners in each classroom. As a result, this will allow easy access to resources, data trackers and intervention folders.

**Person Responsible:** Tiffany Davis (tiffie@dadeschools.net)

**By When:** August 31, 2023

2. ELA teachers will consistently complete the intervention lessons on a daily basis and monitor progress. As a result, the teachers will receive feedback from the instructional coach and adjust lessons as necessary based on the data.

**Person Responsible:** Tiffany Davis (tiffie@dadeschools.net)

**By When:** September 29, 2023

3. The Administrative team and the ELA Instructional Coach will monitor the classroom instruction for fidelity during the intervention block. As a result, intervention will help us bridge the academic gaps and work towards proficiency.

**Person Responsible:** Awanna Palmer (palmerawanna@gmail.com)

**By When:** September 29, 2023

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school's improvement funding allocations and resources are reviewed by the EESAC Committee on a monthly basis which is shared with a variety of stakeholders; parents, community members and staff members. The information is also shared on a monthly basis with the faculty and staff during our monthly faculty meetings.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

**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**

Based on the 2023 STAR reports and PowerBi proficiency report for ELA, our K-2nd grades have median percentile of 43% on the standardized ELA assessment. We will focus on Before, During, and After Reading Strategies in K-2 to address this critical need.

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

Based on the School Profile report in PowerBi, 52% of our 3rd-5th grade students are proficient in ELA. Based on the data, focusing on Before, during and after reading strategies have been proven to be effective in the elementary grades. We will focus on this strategy in grades 3-5 to address this critical need.

**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 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 Measurable Outcomes**

The specific measurable outcome the school plans to achieve is to improve academic performance on the STAR statewide assessments. If we successfully provide the BDA strategy with standards-aligned instruction and differentiated instruction in the classroom, then the overall proficiency levels for ELA will improve by 5% on the STAR statewide assessment.

**Grades 3-5 Measurable Outcomes**

The specific measurable outcome the school plans to achieve is to improve academic performance on the FAST statewide assessments. If we successfully provide BDA strategy with standards-aligned instruction and differentiated instruction in the classroom, then the overall proficiency levels for ELA will improve by 5% on the FAST statewide assessment.

## Monitoring

**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 impact student achievement outcomes.

The Instructional Coaches will conduct weekly collaborative meetings with the ELA teachers to review data to drive instruction based on the standards and monitor the data. In addition, the Administration Team will conduct walk-throughs with the coaches and ensure that instruction is aligned to the standards for ELA data points will be monitored, this will allow the students to improve their overall performance on the PM3 FAST assessment.

**Person Responsible for Monitoring Outcome**
Select the person responsible for monitoring this outcome.

Davis, Tiffany, tiffie@dadeschools.net

## Evidence-based Practices/Programs

**Description:**
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. §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 evidence-based strategy that we are focusing on is the BDA strategy which is aligned to the BEST ELA standards and the Reading Plan in grades K-5. BDA is a reading comprehension strategy used to engage students in the use of active reading strategies, annotate, skim and utilize vocabulary.

**Rationale:**
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

BDA is a reading comprehension strategy used to engage students in the use of active reading strategies, annotate, skim and utilize vocabulary.

**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 |
|---|---|
| 1. 8/17-9/29 The Literacy Leadership Team will meet on a weekly basis to ensure that instruction is taking place with fidelity with consistency. As a result, the Instructional Coach will review the BDA strategy during common planning with the ELA teachers and improve our overall reading scores. | Davis, Tiffany, tiffie@dadeschools.net |
| 2. The Instructional Coach will meet with the teachers on a weekly basis to review the pacing guides to ensure instruction is aligned. As a result, the teachers will have an understanding of the weekly standards and provide quality instruction based on the aligned standards. | Davis, Tiffany, tiffie@dadeschools.net |
| 3. The ELA teachers and the Instructional Coach will monitor the progress of the students in ELA and use the data to drive instruction. As a result, the teachers will have be able to capture data and modify the lessons as needed during instruction. | Davis, Tiffany, tiffie@dadeschools.net |

## 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 SIP and the progress will be shared and disseminated through our EESAC monthly meetings with all stakeholders which includes parents, teachers, students and community partners. In addition, the information will be shared with our faculty during our monthly staff meetings.

**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 plans to build positive relationships with parents, families and stakeholders by making our Parent Teacher Association active with additional engaged parents. We will continue to share our progress of fulfilling our school's mission and the progress of all students through parent conferences, open houses and family engagement activities.

**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 II of the SIP. (ESSA 1114(b)(7)ii))**

Our school plans to strengthen the academic program in the school by offering after-school tutoring and pull out tutoring during special area classes. We are offering Gifted courses to enrich and accelerate the curriculum.

**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 plan is developed in coordination and integration with ESSA, nutrition programs and housing programs such as Project Upstart.

## 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: Positive Culture and Environment: Early Warning System | $0.00 |
|---|--------|----------------------------------------------------------------------|-------|
| 2 | III.B. | Area of Focus: Instructional Practice: Science | $0.00 |
| 3 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | $0.00 |
| 4 | III.B. | Area of Focus: Instructional Practice: ELA | $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.**

Yes