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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tanisha N. Cunningham

tdrummond@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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).

Leadership Team Member #2

Employee's Name

Awanna Palmer

aalexander1@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Tiffany Davis

tiffie@dadeschools.net

Position Title

Instructional Reading Coach

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Cryeshia Jameson

232485@dadeschools.net

Position Title

Instructional Math Coach

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Anissa Sheffield

asheffield@dadeschools.net

Position Title

Counselor

Job Duties and Responsibilities

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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The school leadership team will meet as a unity to identify the needs of the school. The team will create a survey/questionnaire for teachers, parents, students and community members to gain a deeper insight of concerns and ideas. The school will hold EESAC meetings with open forums to open the lines of communication. Based on the discussions of the stakeholders; the team will develop the school improvement plan with action steps that include parental workshops, student incentives, professional development. The plan will establish ongoing monitoring tools, strategies to provide feedback and adjust as necessary.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored through administrative walk-throughs, monitoring of student outcomes through interactive journals and student workbooks. The leadership team will monitor student progress through assessments for ELA, Mathematics, Science and Intervention. The leadership team will meet on a bi-weekly basis to review data from the assessments. Based on the review of the data, the team will discuss data trends, weakest benchmarks and standards, remediation plans and provide feedback to the teachers during common planning and classroom observation.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: B 2022-23: B 2021-22: C 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	37	34	31	46	46	35				229
Absent 10% or more school days	2	4	5	4	7	3				25
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	2	1	7	5	3				18
Course failure in Math	0	0	0	2	5	1				8
Level 1 on statewide ELA assessment	0	0	0	11	12	2				25
Level 1 on statewide Math assessment	0	0	0	11	8	5				24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	6	5	17	14	6				52
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	3	2	5	2					14

Current Year 2025-26

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	4	4	3	17	14	7				49

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2	0	4	1	0				9
Students retained two or more times	0	0	0	3	1					4

Prior Year (2024-25) As Last 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 school days	2	4	5	4	3	3				21
One or more suspensions										0
Course failure in English Language Arts (ELA)		2	2	8	4	3				19
Course failure in Math				3	3	1				7
Level 1 on statewide ELA assessment				7	4	10				21
Level 1 on statewide Math assessment				4	6	11				21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	9	7	22						40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	3	3	10	3					21

Prior Year (2024-25) As Last Reported (pre-populated)

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	2	5	3	16	9	13				48

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	2		7						11
Students retained two or more times				3	1					4

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	43	65	59	55	63	57	51	60	53
Grade 3 ELA Achievement	33	65	59	51	63	58	61	60	53
ELA Learning Gains	51	65	60	66	64	60			
ELA Lowest 25th Percentile	63	62	56	80	62	57			
Math Achievement*	50	72	64	58	69	62	65	66	59
Math Learning Gains	62	66	63	60	65	62			
Math Lowest 25th Percentile	56	59	51	40	58	52			
Science Achievement	47	63	58	47	61	57	40	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	63		64	61		63	59	

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	51%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	405
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
51%	57%	54%	47%	34%		57%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	26%	Yes	1	1
Black/African American Students	51%	No		
Hispanic Students	50%	No		
Economically Disadvantaged Students	46%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	43%	33%	51%	63%	50%	62%	56%	47%					
Students With Disabilities	27%		50%		7%	21%							
Black/African American Students	43%	39%	52%	69%	49%	60%	50%	46%					
Hispanic Students	50%				50%								
Economically Disadvantaged Students	39%	30%	46%	64%	47%	52%	50%	43%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	55%	51%	66%	80%	58%	60%	40%	47%					
Students With Disabilities	55%		85%		20%	38%							
Black/African American Students	52%	52%	65%	92%	57%	57%	42%	48%					
Hispanic Students	75%				58%								
Economically Disadvantaged Students	52%	52%	70%	92%	58%	61%	43%	43%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	51%	61%			65%			40%					
Students With Disabilities	42%				42%			20%					
Black/African American Students	52%	62%			65%			37%					
Hispanic Students	55%				82%								
Economically Disadvantaged Students	44%	57%			60%			39%					

E. 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	33%	60%	-27%	57%	-24%
ELA	4	37%	59%	-22%	56%	-19%
ELA	5	56%	60%	-4%	56%	0%
Math	3	38%	69%	-31%	63%	-25%
Math	4	56%	68%	-12%	62%	-6%
Math	5	53%	62%	-9%	57%	-4%
Science	5	47%	56%	-9%	55%	-8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was our Math Learning gains. Our overall learning gains percentage was 62% and in 23-24 it was 60%. Which is a 2 percentage point increase in gains. The new actions that took place were creating a schedule that included differentiated instruction for Mathematics which in return increased our math learning gains points.

Lowest Performance

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

The lowest performing data is our 3rd grade ELA Data at 33% proficiency. The contributing factors include low performing incoming data based on low foundational skills and lack of consistent intervention.

Greatest Decline

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

Our greatest decline in data is our overall Reading proficiency in grades 3-5, in the 23-24 school year, the data was 55% percentage points for Reading. In 24-25, it decreased to 43%. This resulted in a decrease of 12 percentage points. The factors that contributed to this decline include the inconsistent use of the gradual release method and interventions not being implemented with fidelity.

Greatest Gap

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.

The data component that had the greatest gap to the state was our 3rd grade data for ELA and Mathematics proficiency. Our 3rd graders scored 33% in ELA proficiency, while the state average was 57%. That is a difference of 24%. Our 3rd graders scored 38% in Math proficiency, while the state averaged 63% which is a difference of 25%. The contributing factors include low performance in the previous year with minimal consistent instruction from a certified teacher.

EWS Areas of Concern

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

One area of concern for the EWS is attendance. Our attendance has decreased over the years. In the 22-23 school year, the data indicated that 46% of the students missed 6-15 days of school. In 23-24, 39% of the students missed 6-15 days of school. In 24-25, 48% of the students missed 6-15 days of school. We still need to improve the number of absences per students.

Highest Priorities

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

1. Attendance
2. 3rd grade ELA proficiency
3. Overall proficiency for ELA and Math
4. Learning Gains
5. Writing for 4th and 5th grade

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025 FAST assessment results, only 27% of the students with disabilities demonstrated proficiency in ELA and 7% in Mathematics. This data significantly trails both district and state averages and indicates a gap in foundational skills in both ELA and Mathematics. Data disaggregation revealed challenges in phonics and numeracy skills. These deficits impact students' ability to access content across subjects and impede academic success overall in both areas.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school aims to increase ELA proficiency for students with disabilities in Grades 3-5 from 27% to 35% by the end of 2025-2026 school year and in Math from 7% to 15%, as measured by the FAST assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and progress will be monitored through Bi-weekly data chats on reading and topic assessments as well as iReady diagnostic results. Quarterly FAST PM assessments will be utilized to monitor the progress toward proficiency for this subgroup of students. A schoolwide tracker will be used to disaggregate data by standard to improve overall academic success.

Person responsible for monitoring outcome

Tanisha Cunningham, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Goal Oriented Learning refers to ensuring that students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson. Students invested in learning goals, both short term and long term, are more invested in learning outcomes (Moss & Brookhart, 2009).

Rationale:

Goal-Oriented Learning provides students with a clear understanding of the learning target and success criteria, which increases motivation, ownership, and focus on outcomes. In mathematics, this clarity helps students make connections, track progress, and develop the persistence needed to achieve higher levels of proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Establish and Communicate Clear Learning Goals

Person Monitoring:

Tanisha Cunningham, Principal

By When/Frequency:

September 5, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The ESE teacher will post and reference daily mathematics learning goals and success criteria in student-friendly language. The teacher will explain the purpose of the learning target at the start of each lesson and revisit it throughout the lesson. The principal will monitor the goal setting in the ESE classrooms.

Action Step #2

Engage students in Goal Setting

Person Monitoring:

Tanisha Cunningham, Principal

By When/Frequency:

September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The students will participate in setting short-term and long-term math learning goals. Students will track their own progress toward mastery using math journals and data sheets.

Action Step #3

Align instruction and task to learning goals

Person Monitoring:

Tanisha Cunningham, Principal

By When/Frequency:

September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The ESE teacher will design lessons and activities that explicitly align to the identified learning goal. Instruction will emphasize how task and practice connect to achieving the daily or targeted goal.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the overall 2025 FAST data in third grade, only 33% of the students were proficient in ELA. Based on this data and the identified contributing factors of low performing students whose readiness levels limited their ability to perform on grade level. The students did not receive explicit instruction consistently throughout the school year and struggled with phonics. We will implement the Targeted Elements of ELA required by RAISE with a focus on setting high instructional delivery expectations.

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

Based on the 2025 STAR reports and Power Bi proficiency report for ELA, 43% of our Kindergarten students scored proficient, 23% of our first graders scored proficient, and 47% of our 2nd grade students. This averages out to 41% of our primary students scored proficient or higher in grades K-2. We will focus on Before, During and After Reading strategies to address this critical need.

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

Based on the School Profile report in PowerBi, 41% of our students in grades 3-5 were 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.

Grades K-2: Measurable Outcome(s)

The specific measurable outcome the school plans to achieve is to improve performance by the end of the school year, the school will increase overall ELA proficiency levels by **5%** on the STAR statewide assessment. This will be achieved through the consistent implementation of the **BDA strategy** along with **standards-aligned and differentiated instruction** in all classrooms. Progress toward this goal will be monitored through interim assessments and classroom data on a quarterly basis.

Grades 3-5: Measurable Outcome(s)

The specific measurable outcome the school plans to achieve by the end of the school year, the school will increase overall ELA proficiency levels by **5%** on the FAST statewide assessment. This outcome will be achieved through the consistent implementation of the **BDA strategy** in combination with **standards-aligned and differentiated instruction** across classrooms. Progress will be monitored quarterly using FAST progress monitoring data and classroom assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring implementation and progress will be monitored through: 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. Administrators will attend collaborative planning to ensure that instruction is standards-based as well as review lesson plans for indication of the BDA strategy. Feedback will be provided as needed. Students will be tracked with their bi-weekly data through Performance Matters on a bi-weekly basis. The Leadership Team will review the data during our weekly meeting to ensure instruction is valid and effective and students are demonstrating growth.

Person responsible for monitoring outcome

Tiffany Davis, Instructional ELA Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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:

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

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Before/During/After Strategy Professional Development

Person Monitoring:

Tiffany Davis, Instructional ELA Coach

By When/Frequency:

September 26, 2025/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Literacy Leadership Team will meet on a weekly basis to ensure that instruction is taking place with fidelity and consistency. The ELA teachers will attend collaborative planning to ensure that they gain knowledge about the strategy to turnkey to the students. Feedback will be provided as needed. As a result, the Instructional Coach will review the BDA strategy during common planning with the ELA teachers and improve our overall reading scores.

Action Step #2

Form an implementation team

Person Monitoring:

Tiffany Davis, Instructional ELA Coach

By When/Frequency:

September 26, 2025/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The instructional coach will develop an implementation team of school administrators experienced teachers and relevant staff members. The team will oversee the implementation progress, provide support, and evaluate progress. This will be monitored through leadership team meeting agendas as evidence.

Action Step #3

Creating Anchor Charts

Person Monitoring:

Tiffany Davis, Instructional ELA Coach

By When/Frequency:

September 26, 2025/Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The ELA Instructional Coach will meet with the ELA teachers and demonstrate exemplar anchor charts that use the BDA strategy in the classroom. The teachers will create an anchor chart and turnkey the information to the students to use as a strategy during the reading block. The teachers will use guided reading sessions to model how to apply the strategy before, during, and after reading to integrate with curriculum. As a result, the students will improve their overall reading scores.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as

a crucial need from the prior year data reviewed.

According to the 2025 FAST assessment results, 49% of our students demonstrated proficiency in Mathematics. This data significantly trails both district and state averages and indicates a persistent gap in early numeracy skills. Data disaggregation revealed challenges in operations, geometry and measurement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our school aims to increase our Math proficiency in grades 3-5 from an average of 49% proficient to 52% proficiency by the end of the 2025-2026 school year as measured by the FAST assessment. Specifically, we plan to increase Grade 3 proficiency from 38% to 50%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Implementation and progress will be monitored through Bi-weekly data chats to review formative (Topic assessments) and iReady diagnostic results. Quarterly FAST PM assessments will be utilized to track progress toward proficiency at each grade level. Instructional walk-throughs and data chats will be used to ensure fidelity to standards-based instruction and math intervention delivery. A school-wide data tracker will be used to disaggregate data by standard, subgroup and grade level.

Person responsible for monitoring outcome

Cryeshia Jameson, Math Coach

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:

The evidence-based strategy of Differentiated Instruction (DI) was chosen as it addresses the students' individual needs, remediates weakest standards/benchmarks and holds the teacher accountable for maintaining high expectations for all levels of students. Differentiated instruction emerges as a vital framework to overcome these challenges, ensuring that each student has the

opportunity to achieve their full potential. It provides a flexible approach that tailors teaching strategies to accommodate diverse learning needs. By offering various avenues for acquiring content, processing information, and demonstrating understanding, DI helps cater to the unique strengths and preferences of each student. This individual approach fosters a more inclusive learning environment where every student can engage with the material in a way that resonates with them.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Math Professional Development, Math Instructional Coach

Person Monitoring:

Cryeshia Jameson, Math Coach

By When/Frequency:

September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Instructional Coaches will create a professional development centered on best practices in Differentiated Instruction for the content area teachers. Focus will be placed reviewing the previous year's data, identify resources and on the grouping of students for instruction. The Leadership Team will provide ongoing support to help teachers implement this strategy in their classroom. As a result, teachers will be able to identify appropriate resources for student achievement using the data to drive instruction.

Action Step #2

Promote Best Math Practices

Person Monitoring:

Cryeshia Jameson, Math Coach

By When/Frequency:

September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Math Coach will create opportunities for teachers to share successful practices and strategies. The team will distribute sample exemplar lesson plans, OPM assessment tools and strategies that have been proven effective. As a result, the teachers will have a bank of resources to use for differentiated instruction and best practices to apply to their individual classrooms which will in turn increase our student achievement.

Action Step #3

Implementation in the Classroom

Person Monitoring:

Cryeshia Jameson, Math Coach

By When/Frequency:

September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The instructional Math Coach will model lessons that include varying levels of difficulty, different types of activities, and diverse resources to cater to different learning styles and needs. The teachers will use the flexible grouping based on student readiness, interests and learning profiles. The teachers

will also implement formative assessments to gauge student understanding and adjust instruction accordingly. As a result, the students will improve their overall student achievement.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 PowerBi SC-Attendance and Early Warning Indicators report, we have 76% of our students missing 6 or more days of school in grades Kindergarten-5th grade. This affects student learning since it creates academic learning gaps. Students miss out on essential lessons which lead to the academic gaps in their understanding and knowledge. There is a strong correlation between attendance and academic performance; students with poor attendance often receive lower grades and perform lower on standardized assessments. We will implement the Targeted Element of Attendance with a focus on reducing the number of absences a student has for the school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of the Targeted Element of Student Attendance with a focus on reducing the number or absences a student has for the school year, 20% (for a total of 40) of students will decrease the number of absences to under five or less absences for the school year as indicated on the PowerBi attendance dashboard reports.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Administration Team and School Elementary School Assistant will monitor the attendance bulletin on a daily basis. The attendance committee will provide incentives for students with weekly perfect attendance and create school-wide challenges to promote a positive attendance trend. As a result, students will have five or less absences for the school year and will improve in their overall academic achievement.

Person responsible for monitoring outcome

Awanna Palmer, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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.

Rationale:

The evidence-based strategy of Attendance Initiatives involves 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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance Bulletin Review

Person Monitoring:

Awanna Palmer

By When/Frequency:

Daily/September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Assistant Principal, Counselor and the Elementary School Assistant will review the attendance bulletin and monitor attendance on a daily basis. The attendance team will review attendance daily and follow the school's attendance plan. As a result, the students' parents and guardians will be contacted based on the attendance plan to reduce the number of absences and students will be present for lessons and improve their overall academic achievement.

Action Step #2

Provide Weekly Incentives (Brag Tags)

Person Monitoring:

Awanna Palmer, Assistant Principal

By When/Frequency:

Daily/September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #3

School-wide Attendance tracker

Person Monitoring:

By When/Frequency:

Awanna Palmer, Assistant Principal

Daily/September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Assistant Principal will track the attendance records for all classrooms on a daily basis. The assistant principal will mark the classes with a letter to spell out attendance on the school-wide tracker each day. As a result, students will see the classes in competition and attendance will improve each week as indicated on our tracking charts.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

The SIP is disseminated to all of our stakeholders during our annual Title I parent meeting, EESAC meetings, faculty and leadership team meetings. The plan to share the information is completed through in-person presentations that are shared with stakeholders in English and Spanish if applicable. Our SIP is made publicly on our website at <https://barbarahawkinselem.net/title-i/>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school plans to build relationships with parents, families and community stakeholders through newsletters, Class Dojo, school events, important flyers and student progress. We will also provide engagement opportunities through parent workshops with the Parent Academy and school wide sessions.

<https://barbarahawkinselem.net/title-i/>

Plans to Strengthen the Academic Program

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school plans to strengthen the academic program by continuously reviewing the curriculum and ensuring it meets the standards and reflects best practices. We will incorporate feedback from teachers, students, and parents to make improvements and increase academic success. We will provide additional learning opportunities to reduce learning gaps and enhanced lessons for students above grade level.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Our program is integrated and coordinated with other Federal, State, and local services through Title I (ESSA), IDEA for our special education students and state programs that integrate the BEST standards. In addition, we also collaborate with Project Upstart for housing assistance and bullying and violence prevention programs with Mental Health agencies along with the counselor.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00