

Miami-Dade County Public Schools

BOWMAN ASHE/DOOLIN K-8 ACADEMY



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 10
 - D. Demographic Data 11
 - E. Early Warning Systems 12
- II. Needs Assessment/Data Review 15
 - A. ESSA School, District, State Comparison 16
 - B. ESSA School-Level Data Review 17
 - C. ESSA Subgroup Data Review 18
 - D. Accountability Components by Subgroup 21
 - E. Grade Level Data Review 24
- III. Planning for Improvement 25
- IV. Positive Culture and Environment 36
- V. Title I Requirements (optional) 40
- VI. ATSI, TSI and CSI Resource Review 44
- VII. Budget to Support Areas of Focus 45

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 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: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team

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

Aryam Alexandra Alvarez

Position Title

Principal

Job Duties and Responsibilities

The role of the principal is to provide leadership, direction and coordination within the school. The principal's responsibilities are to develop an maintain effective educational programs and to promote the improvement of teaching and learning within the school community.

Leadership Team Member #2

Employee's Name

Christina Albarran

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organization, the operational management, and the supervision over teaching and support staff.

Leadership Team Member #3

Employee's Name

Monica Cespedes

Position Title

Lead Magnet Teacher

Job Duties and Responsibilities

The Lead Magnet Teacher is responsible planning, directing, reviewing the activities and operations of the Magnet Programs and implement goals and objectives.

Leadership Team Member #4

Employee's Name

Dalimar Gomez

Position Title

ESE Department Head Grades Pre-K - 8

Job Duties and Responsibilities

The ESE Department Chair is responsible for the ESE process and paperwork.

Leadership Team Member #5

Employee's Name

Ana Hernandez

Position Title

Instructional Media

Job Duties and Responsibilities

Test Chairperson and Media Specialist

Leadership Team Member #6

Employee's Name

Jose Martinez

Position Title

Assistant Principal

Job Duties and Responsibilities

The assistant principal is accountable for supporting the principal to develop and ensure the quality of teaching and learning, the internal organizational management, and the supervision over teaching and support staff.

Leadership Team Member #7

Employee's Name

Ana Mejido

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach is responsible for coaching, supporting and guiding teachers in best practices for Secondary reading instruction. This position coaches teachers, models lessons, co-teachers, collaboratively plans, provides feedback to teachers, and conducts professional developments to capacity in teachers.

Leadership Team Member #8

Employee's Name

Dianna Isidron

Position Title

ELL Compliance Specialist

Job Duties and Responsibilities

ESOL Instructional Leader. Coaching and supporting ELL teachers and students.

Leadership Team Member #9

Employee's Name

Darlene Cora

Position Title

Kindergarten Grade Level Chair

Job Duties and Responsibilities

The role of the grade level chair is to act as a liaison between administration and grade level staff members. Disseminate important information, offer support and collaboratively plan.

Leadership Team Member #10

Employee's Name

Beatriz Hernandez

Position Title

3rd Grade Level Chair

Job Duties and Responsibilities

The role of the grade level chair is to act as a liaison between administration and grade level staff members. Disseminate important information, offer support and collaboratively plan.

Leadership Team Member #11

Employee's Name

Michelle Fernandez

Position Title

5th Grade Level Chair

Job Duties and Responsibilities

The role of the grade level chair is to act as a liaison between administration and grade level staff members. Disseminate important information, offer support and collaboratively plan.

Leadership Team Member #12

Employee's Name

Michelle Llana

Position Title

Science Lead Magnet Teacher

Job Duties and Responsibilities

The Science Lead is responsible for coaching, supporting, and guiding teachers in best practices for Elementary science instruction. Additionally, she works in collaboration with the ESE department to ensure that all students have equal access to the information learned in the Magnet Elective Course in grades K - 8. This position coaches teachers, models lessons, co-teachers, collaboratively plans, provides feedback to teachers, and conducts professional developments to build capacity in teachers.

Leadership Team Member #13

Employee's Name

Sonia Hodge

Position Title

4th Grade Level Chair

Job Duties and Responsibilities

The role of the grade level chair is to act as a liaison between administration and grade level staff members. Disseminate important information, offer support and collaboratively plan.

Leadership Team Member #14

Employee's Name

Stephanie Pascual

Position Title

1st Grade Level Chair

Job Duties and Responsibilities

The role of the grade level chair is to act as a liaison between administration and grade level staff members. Disseminate important information, offer support and collaboratively plan.

Leadership Team Member #15

Employee's Name

Shirley Lorenzo

Position Title

2nd Grade Level Chair

Job Duties and Responsibilities

The role of the grade level chair is to act as a liaison between administration and grade level staff members. Disseminate important information, offer support and collaboratively plan.

Leadership Team Member #16

Employee's Name

Ginna Jaramillo

Position Title

Social Studies Department Head Grades 6-8

Job Duties and Responsibilities

The Social Studies Department Chair is responsible for coaching, supporting and guiding teachers in best practices for Secondary social studies instruction. The role of this instructional leader is to act as a liaison between administration and grade level staff members. The position disseminates important information, offers support and assists teacher in plan collaboratively.

Leadership Team Member #17

Employee's Name

Melissa Ramjus

Position Title

Science Department Head Grades 6 - 8

Job Duties and Responsibilities

The Science Department Chair is responsible for coaching, supporting and guiding teachers in best practices for Secondary science instruction. The role of this instructional leader is to act as a liaison between administration and grade level staff members. The position disseminates important information, offers support and assists teacher in plan collaboratively.

Leadership Team Member #18

Employee's Name

Greeidy Mijares

Position Title

Lower Academy Test Chair

Job Duties and Responsibilities

The testing chairperson is responsible for coordinating and overseeing standardized testing. This includes scheduling tests, training staff, managing test data, and ensuring that appropriate accommodations are provided for students with special needs.

Leadership Team Member #19

Employee's Name

Ashley Gonzalez

Position Title

ELA Department Head Grades 6-8

Job Duties and Responsibilities

The ELA Department Chair is responsible for coaching, supporting and guiding teachers in best practices for Secondary reading instruction. The role of this instructional leader is to act as a liaison between administration and grade level staff members. The position disseminates important

information, offers support and assists teacher in plan collaboratively.

Leadership Team Member #20

Employee's Name

Melissa Rojas

Position Title

Math Department Head Grades 6-8

Job Duties and Responsibilities

The Math Department Chair is responsible for coaching, supporting and guiding teachers in best practices for Secondary math instruction. The role of this instructional leader is to act as a liaison between administration and grade level staff members. The position disseminates important information, offers support and assists teacher in plan collaboratively.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

Stakeholders play a crucial role in the learning community by providing feedback for the School Improvement Process (SIP). This feedback is channeled through the Educational Excellence School Advisory Committee (EESAC), where SIP components and supporting data are discussed to guide continuous improvement. During EESAC meetings, teachers, parents, students, and community business partners vote on SIP components and reach a consensus on additional action steps to enhance student achievement. The school will present the SIP for input, review, and approval by all stakeholders, and the discussion will be documented in the EESAC meeting minutes. Once agreed upon, the SIP will be made available to all parents and families through the school's website.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state 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. (ESEA 1114(b)(3))

The School Improvement Plan (SIP) will be continuously monitored to ensure its effective implementation and its impact on improving student achievement in meeting the state's academic standards, especially for students with the greatest achievement gaps. This will involve an ongoing process of data disaggregation with stakeholders, correlating achievements or shortcomings with the action steps outlined in the SIP. This process will take place through grade-level meetings, data chats, faculty meetings, and EESAC meetings. To ensure continuous improvement, the plan will be revised by analyzing areas of concern and developing new implementation steps specifically designed to target these focus areas.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.5%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	1	9	13	7	4	6	7	4	11	62
One or more suspensions	0	0	0	0	0	1	2	4	3	10
Course failure in English Language Arts (ELA)	0	0	7	9	6	3	6	1	0	32
Course failure in Math	0	0	8	6	7	2	13	1	2	39
Level 1 on statewide ELA assessment	0	0	0	5	11	23	35	24	29	127
Level 1 on statewide Math assessment	0	0	0	1	4	9	20	14	16	64
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	11	13	28						56
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	2	2	7	3					15

Current Year 2024-25

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	11	13	14	23	41	25	33	168

Current Year 2024-25

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	4	1	6	5	1	0	0	0	0	17
Students retained two or more times	0	0	0	1	2	0	0	1	1	5

Prior Year (2023-24) 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	14	11	8	7	6	5	9	12	74	
One or more suspensions						1			1	2	
Course failure in ELA		7	4	6	3	2	4			26	
Course failure in Math		4	5	3	6	1	5			24	
Level 1 on statewide ELA assessment				7	22	27	33	24	32	145	
Level 1 on statewide Math assessment				5	7	16	28	6	18	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	10	20	31						242	

Prior Year (2023-24) 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	9	4	16	16	24	6	16	26	119	

Prior Year (2023-24) 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	4	7	4	7	1					23	
Students retained two or more times				1		1		1		3	

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

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	65	65	58	62	61	53	61	62	55
ELA Grade 3 Achievement **	66	63	59	63	58	56			
ELA Learning Gains	65	64	59				60		
ELA Learning Gains Lowest 25%	60	58	54				55		
Math Achievement *	70	68	59	68	63	55	65	51	42
Math Learning Gains	64	66	61				68		
Math Learning Gains Lowest 25%	69	63	56				62		
Science Achievement *	57	60	54	65	56	52	49	60	54
Social Studies Achievement *	69	79	72	71	77	68	73	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	65	77	71	71	75	70	72	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	78	64	59	60	62	55	67	75	70

*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 (FPI) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	66%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	728
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
66%	68%	63%	49%		62%	64%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	43%	No		
English Language Learners	61%	No		
Hispanic Students	66%	No		
Economically Disadvantaged Students	67%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	36%	Yes	4	
English Language Learners	60%	No		
Hispanic Students	67%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Economically Disadvantaged Students	67%	No		

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%
Students With Disabilities	38%	Yes	3	
English Language Learners	57%	No		
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	63%	No		
Multiracial Students				

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%
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	62%	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. (pre-populated)

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	65%	66%	65%	60%	70%	64%	69%	57%	69%	65%			78%
Students With Disabilities	33%	45%	51%	56%	35%	45%	47%	25%					49%
English Language Learners	61%	62%	67%	61%	68%	68%	68%	43%	56%	42%			78%
Hispanic Students	64%	66%	65%	61%	69%	64%	69%	58%	68%	64%			78%
Economically Disadvantaged Students	65%	71%	64%	60%	68%	63%	67%	55%	81%	65%			77%

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	62%	63%			68%			65%	71%	71%			60%
Students With Disabilities	29%	28%			32%			32%	41%				52%
English Language Learners	56%	63%			62%			54%	50%				76%
Hispanic Students	62%	60%			67%			64%	70%	71%			76%
Economically Disadvantaged Students	60%	58%			65%			63%	77%	73%			70%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	61%		60%	55%	65%	68%	62%	49%	73%	72%			67%
Students With Disabilities	28%		46%	44%	29%	46%	42%	17%	23%				65%
English Language Learners	55%		64%	58%	57%	66%	57%	32%	45%	64%			67%
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students	61%		60%	56%	64%	68%	64%	49%	73%	71%			67%
Multiracial Students													
Pacific Islander Students													
White Students	55%				82%								
Economically Disadvantaged Students	59%		59%	55%	63%	66%	62%	45%	75%	69%			66%

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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	60%	56%	4%	55%	5%
Ela	4	57%	55%	2%	53%	4%
Ela	5	55%	56%	-1%	55%	0%
Ela	6	52%	57%	-5%	54%	-2%
Ela	7	49%	55%	-6%	50%	-1%
Ela	8	47%	54%	-7%	51%	-4%
Math	3	78%	65%	13%	60%	18%
Math	4	75%	62%	13%	58%	17%
Math	5	65%	59%	6%	56%	9%
Math	6	60%	60%	0%	56%	4%
Math	7	45%	49%	-4%	47%	-2%
Math	8	46%	58%	-12%	54%	-8%
Science	5	46%	53%	-7%	53%	-7%
Science	8	44%	42%	2%	45%	-1%
Civics		55%	70%	-15%	67%	-12%
Biology		94%	70%	24%	67%	27%
Algebra		65%	55%	10%	50%	15%
Geometry		88%	56%	32%	52%	36%

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>

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 ELA. In 2023, the school scored at 63% proficient in the ELA FAST Assessment. In 2024 the school scored at 65% proficient in the ELA FAST Assessment, which demonstrates a 2 percentage-point increase in ELA proficiency. The increase in ELA proficiency can be attributed to the addition of small group instruction with the use of supplemental resources, in addition to the implementation of the Reading Horizons Intervention programs. Additionally, ELA teachers have increased their mastery and understanding of the B.E.S.T. Standards through professional development and collaboration which has resulted in an increase in student achievement.

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 data component that showed the lowest performance was 8th grade science, with only 50% of students scoring at proficiency. The 7 percentage-point decrease in science can partly be attributed to changes in testing. The 2023 FSA was paper-based and completed over the course of two days, while the 2024 administration was computer-based and completed in one day. When comparing the 2024 raw school 8th Grade Science Assessment data to the district's data it was noted that the school surpassed the district's score of 42% proficient by 2 percentage-points, with 44% of students in BDK-8 scoring at proficiency. Additionally, the state's 8th Grade Science Assessment data showed that 45% of students in the state scored at proficiency. This is only 1 percentage-point above the school's 2024 8th Grade Science Assessment score. This data shows that although there was a drop in proficiency in 8th Grade Science Scores, it was not an isolated event at the school site, since students across the district and state scored at around the same level.

Greatest Decline

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

The data component which showed the greatest decline from the previous school year was the Algebra I EOC with a 19% decrease in proficiency. This decline can be attributed to a need for

students to begin acceleration at a younger age, so they can master all the standards needed to be successful in the Algebra course. The middle school math teachers have raised the concern with students missing instruction in pivotal standards from grades 8 and 7. It is worth noting that although there was a drop, the school still outperformed the district by 32 percentage-points and the state by 36 percentage-points in the 2024 Algebra 1 EOC.

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 with the greatest gap when compared to the state average was the 7th Grade Civics assessment. The raw school Civics data reported on the DEO site has the school scoring at 55% proficient on the Civics EOC, while the state scored at a 67% proficient. This is a 12 percentage-point gap. This discrepancy can be attributed to the 23 ESOL Level I students that participated in the Civics EOC testing this past spring. Once the 23 ESOL Level 1 students' data is removed, proficiency in the Civics EOC increases to 69%, surpassing the state by 2 percentage-points.

EWS Areas of Concern

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

Reflecting on the EWS data from PowerBI, a potential area for concern was the number of referrals for the 2023 -2024 school year. The school had 14% percent of students with referrals which was 4 percentage-points greater than the district's 10%. Additionally the school had 7% of students with 2 or more referrals, which was 3 percentage-points higher than the district's 4%.

Highest Priorities

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

- 1- Science proficiency
- 2- ELA learning gains & increased ELA proficiency for incoming 3rd Graders
- 3- Proficiency of ESSA subgroup- SWD
- 4- 8th Grade Math
- 5- Algebra 1 EOC

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

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

Analysis of the 2024 FAST/EOC data revealed that the ESSA subgroup, Students with Disabilities (SWD) surpassed the federal index threshold of 41% for the first time in 4 years. The school's 2024 Federal Index Score of 43% for SWD demonstrated a 7 percentage-point increase when compared to the school's Federal Index Score of 36% for SWD in 2023. Although there was an increase in student achievement for the SWD subgroup, they are still scoring 18 percentage-points or more below the school's other subgroups. Based on the data, there is still a need to increase proficiency within the SWD subgroup to continue the upward trend in student achievement.

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.

In 2024, the SWD subgroup earned a Federal Index Score of 43%. Through the implementation of data-driven decision making in all classrooms and subject areas, we expect to see an additional 5% increase in the SWD subgroup's Federal Index Score for the 2024- 2025 school year.

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.

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

track progress across all subject areas and grade levels. As a result of implementing these instructional practices, we will expect to see an increase in student achievement on the 2025 Statewide Assessments for the students in the ESSA Subgroup Students with Disabilities.

Person responsible for monitoring outcome

Christina Albarran (calbarran@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale:

Data-driven instruction is a strategic approach that will enable us to provide equitable educational opportunities for our targeted ESSA subgroup, Students with Disabilities (SWD). By leveraging student performance data, teachers can tailor their instruction to meet the individual needs of all learners. Additionally, regularly reviewing student data will allow teachers to identify targeted interventions and monitor student progress. This evidence-based strategy aligns with our commitment to improving outcomes for SWD students and will contribute to a significant increase in the Federal Index Score.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Testing Schedule

Person Monitoring:

Christina Albarran

By When/Frequency:

September 27, 2024

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

Administration will meet with Testing Chairpersons for the Lower and Upper Academy to create a testing schedule and identify testing locations for PM1, AP1, and all baseline assessments that will be used to drive instruction and identify targeted interventions. Ms. Albarran will review the testing schedule to ensure all students are scheduled to complete testing in a timely manner and in the most

conducive environment.

Action Step #2

Administration of Baseline Assessments

Person Monitoring:

Christina Albarran

By When/Frequency:

September 27, 2024

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

All teachers and support staff will follow the testing schedule and testing procedures to ensure we gather the most accurate baseline data for our students. Ms. Albarran will check-in with the testing chairpersons on a weekly basis to ensure that all testing is being completed as planned.

Action Step #3

Push-in Interventionist Support

Person Monitoring:

Aryam Alvarez

By When/Frequency:

September 27, 2024

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

Ms. Alvarez will hire and identify push-in interventionist to support instruction in the classroom. Teachers will use baseline data to determine the standards that will be targeted and identify type of support students will receive from push-in support staff. Administration will conduct regular walk-throughs to ensure data is being used to drive interventions and that support staff are being used to implement targeted interventions.

Action Step #4

Data Chats

Person Monitoring:

Aryam Alvarez

By When/Frequency:

January 17, 2024/ Quarterly

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

The Support Facilitation Teachers will convene with the administrative team for a Data Chat to analyze AP1 and PM1 data. This collaborative discussion will focus on identifying student progress, pinpointing areas of need, and developing targeted support strategies to ensure SWD students achieve grade-level mastery. The administrative team will look for evidence of implementation during walk-throughs.

Action Step #5

Push-in Interventionist Support

Person Monitoring:

Aryam Alvarez

By When/Frequency:

January 17, 2024

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

Following the data chat meetings, the support facilitation and general education teachers will utilize their analysis of data for students with disabilities (SWD) to make any necessary adjustments to lesson plans and instructional materials provided to their Push-in Support Personnel.

Area of Focus #2

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

When comparing science data from 2023 to 2024, there was a notable decline in proficiency among Fifth and Eighth Grade students. In 2023, 65 percent of students scored a 3 or above on the Science Assessment. However, in 2024, this figure dropped by 7 percentage points, with only 58 percent of students achieving a score of 3 or above. This highlights the need for enhanced instructional supports in science in all grades to ensure all students are mastering their grade level science standards.

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.

In 2024, 58% of students in 5th and 8th grade scored at proficiency in the Science FCAT Assessment. Through the implementation of data-driven decision making in K-8 science classrooms and in the creation of the curriculum for the STArts2 Magnet STEM Labs and Elective courses, we expect to see an 8 percentage-point increase in science proficiency, as evidenced by student scores in the 2025 5th and 8th Grade Science FCAT Assessments.

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.

During regular walkthroughs of science classes, STEM labs, and STEM elective courses, administration will ensure that all available school data is being used to create lessons that provide students with opportunities for authentic exploration and collaborative problem-solving and are aligned to targeted science standards. Throughout the school year, the Lead Magnet Teacher and Magnet STEM teachers will engage in collaborative meetings with members of the School Choice and Parental Options (SCPO) Team to ensure instruction, resources, and professional learning opportunities are aligned to the instructional needs of students and staff members, as well as meeting the requirements of the STArts2 magnet program. Additionally, staff members, instructional support personnel and administration will meet regularly to engage in collaborative conversations during monthly Faculty Meetings or Instructional Leadership (ILT) Team meetings to analyze school data and help create a culture where data is used at every level to make informed decisions on what is best for the students. We project that implementing these instructional strategies will result in

increased academic performance on the 2025 Science Statewide Assessments for students in grades 5 and 8.

Person responsible for monitoring outcome

Aryam Alvarez (pr0451@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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, and differentiating instruction.

Rationale:

Through the implementation of Data-driven decision making, the school will work as a team to mitigate the difficulties students may have experienced in mastering grade-level science concepts. By closely analyzing student performance data, the Leadership Team can assist in the creation and implementations of science interventions to provide support in targeted standards and identify personnel to support instruction. Using the data the Magnet team will work collaboratively to create engaging activities in the STEM Labs and STEM elective courses that not only meet magnet requirements but deepen students' knowledge of targeted standards, ensuring that all students receive the necessary support to achieve proficiency in science.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

STEM Labs

Person Monitoring:

Christina Albarran (calbarran@dadeschools.net)

By When/Frequency:

September 27, 2024

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

Administration will create a master schedule with built in STEM Lab time for students in grades K-5 and STEM electives in grades 6-8. As a result, teachers will have a set time each week to provide students with opportunities to engage in collaborative Problem-Based Learning experiences to learn grade level science content.

Action Step #2

Standards in Labs

Person Monitoring:

Monica Cespedes
(mcespedes4@dadeschools.net)

By When/Frequency:

September 27, 2024/ Quarterly

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

Lead Magnet Teacher and Science Magnet Teacher will collaborate with each grade level, using all available school data, to identify the targeted science standards which will be reinforcement through STEM Labs/ Electives for Quarter 1. As a result, we will create and compile a collection of STEM labs and activities that will assist our students in mastering grade level science content in the 1st Quarter of the school year.

Action Step #3

Support Personnel for STEM Labs in K-5

Person Monitoring:

Michelle Llana

By When/Frequency:

September 27, 2024/ Weekly

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

STEM Lab support personnel will be hired to assist the Science Magnet Teacher in preparing labs for teachers and students to visit and engage in labs that reinforce targeted standards as identified from data in baseline science assessments. The Science Magnet Teacher will receive lab submissions from teachers, monitor the use of support personnel, and ensure students are engaging with STEM curriculum in the STEM Labs on a weekly basis.

Action Step #4

Before School Tutoring

Person Monitoring:

Jose Martinez

By When/Frequency:

January 17, 2024

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

To enhance student achievement in Science, select middle school students will be invited to participate in before-school tutoring sessions designed to reinforce mastery of grade-level Science Standards. Student attendance logs will be used to monitor the implementation of the program on a weekly basis.

Action Step #5

Purchase of Supplementary Materials

Person Monitoring:

Aryam Alvarez

By When/Frequency:

January 17, 2024

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

Supplemental materials such as JJ Speed Bag and BrainPop Science have been procured to equip teachers with additional resources that support classroom instruction and facilitate all students' access to grade-level Science standards. To monitor the implementation of this action step, the administrative team and Science teachers will analyze progress monitoring data, including classroom assessments and Mid-Year Assessment data, to track student progress and inform necessary instructional adjustments.

Area of Focus #3

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

Include a description of your Area of Focus, 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 school-wide FAST ELA data, it was noted there is a 3 year trend in growth in ELA Proficiency. In 2021, the school scored 59% proficient in the FAST ELA Assessment. In 2022, there was a 2 percentage-point increase in FSAT ELA proficiency when compared to the previous year, with 61% of students scoring proficiency. In 2023, the school increased ELA proficiency by 1 percentage-point when compared to the previous school year, with 62% of students scoring at proficiency. In 2024, the school increased ELA proficiency by 3 percentage-points, when compared to the previous school year, with 65% of students scoring at proficiency. Despite this upward trend in ELA proficiency we have been identified as a R.A.I.S.E. school due to 53% of the students in second grade scoring below proficiency in the 2024 STAR assessment. We must provide targeted benchmark-aligned instruction to increase these students' achievement in ELA. This group of students came from a wide group of background and educational foundations. Through the implementation of standards-based collaborative planning, we will use all available resources to assist the students in closing their foundational gaps in ELA.

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

To ensure our students in grades K-2 are progressing towards achieving proficiency levels on grade level standards, multiple layers of monitoring will be implemented. Teachers will engage in collaborative data chats aimed at monitoring student progress and identify the best resources and instructional tools to assist in the successful implementation of standards-aligned instruction to ensure all students are accessing and mastering grade level material. During standards-based collaborative planning, teachers will share their best teaching practices and success according to their scores. Further progress monitoring will be conducted at Instructional Leadership Team meetings, where data analysis of formative assessments will be used to track progress across all grade levels in ELA to ensure all student groups are making adequate progress. The following programs will be monitored bi-weekly: i-Ready, Imagine Learning, IXL, Performance Matters, McGraw Hill, Reading Horizons Discovery Program, Strengthening Foundational Reading Skills.

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

To ensure our students in grades 3-5 continue to make progress towards achieving proficiency levels

on grade level standards, multiple layers of monitoring will be implemented. Teachers will engage in collaborative data chats aimed at monitoring student progress and identify the best resources and instructional tools to assist in the successful implementation of standards-aligned instruction to ensure all students are accessing and mastering grade level material. During standards-based collaborative planning, teachers will share their best teaching practices and success according to their scores. Further progress monitoring will be conducted at Instructional Leadership Team meetings, where data analysis of formative assessments will be used to track progress across all grade levels in ELA to ensure all student groups are making adequate progress. The following programs will be monitored bi-weekly: i-Ready, Imagine Learning, IXL, Performance Matters, McGraw Hill, Reading Horizons Elevate Program.

Grades K-2: Measurable Outcome(s)

In 2024, 53% of the students in second grade scored below proficiency in the ELA STAR Assessment. If we successfully implement standards-based collaborative planning in ELA, then we expect to see a 5 percentage-point increase in the number of students scoring at proficiency in the 2025 2nd Grade ELA STAR assessment.

Grades 3-5: Measurable Outcome(s)

In 2024, more than 50% of the students in third - fifth grade scored at or above proficiency in the ELA STAR Assessment. If we successfully implement standards-based collaborative planning in ELA, then we expect to see a 2 percentage-point increase in the number of students scoring at proficiency in each of the 2025 third through fifth grade ELA FAST assessment.

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 Leadership Team will conduct quarterly data chats and follow-up with regular walkthroughs to ensure that teachers are engaging in standards-based collaborative planning and setting high standards for all students. Reading coach will attend collaborative planning to ensure that student needs are informing lessons as well as review plans created for push-in support staff and interventions. Instructional delivery will be monitored to ensure that lessons result in high-quality instruction. Feedback will be provided as needed. An i-Ready tracker to monitor student performance in their instructional pathways will be developed and reviewed on a bi-weekly basis. Data Analysis of formative assessments will be reviewed monthly to observe student progress during Leadership Team meetings to ensure students are demonstrating growth on remediated standards.

Person responsible for monitoring outcome

Christina Albarran

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:

The evidenced-based strategy of standards-based collaborative planning was selected to address students' unique needs and leverages all available resources to ensure lessons and interventions are targeting the standards in which students require the greatest support. This comprehensive approach will allow us to identify areas for improvement and ensure that all students are receiving high-quality instruction aligned with ELA standards.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Support Staff for standards-aligned Instruction

Person Monitoring:

Christina Albarran

By When/Frequency:

September 27, 2024/ monthly

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

Support personnel will provide ELA teachers with push-in support during the uninterrupted 90 minute reading block to provide students with targeted benchmark-aligned instruction. Performance on weekly and biweekly ELA assessments will be used to monitor the impact of this action step. During weekly standards-based collaborative planning meetings teacher will use the data points to make improvements to lessons and interventions.

Action Step #2

Reading Interventions

Person Monitoring:**By When/Frequency:**

Ana Mejido (Reading Coach)

September 27, 2024/ Bi-Weekly

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

All reading teachers will be trained on the Reading Horizon's intervention program and provide reading intervention to their Tier 2 and Tier 3 students. The Reading Coach will provide ELA teachers with support in implementing the program and assist them with the collection and analysis of data from the program. During the standards-based collaborative planning meetings the Reading Coach will provide teachers with feedback and identify best practices for implementation.

Action Step #3

i-Ready Instructional Pathways

Person Monitoring:

Ana Mejido (Reading Coach)

By When/Frequency:

September 27, 2024 /Bi-Weekly

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

Students will have their own personal I-Ready Data instructional folder with their next 20 lessons and test results. Teachers will conference with each child to discuss their personal goal. Students will write their score once they complete a lesson to keep track and monitor their success and progress. Bi-weekly reports will be monitored and discussed with instructional teacher during standards-based collaborative planning meetings.

Action Step #4

iReady Support

Person Monitoring:

Ana Mejido (Reading Coach)

By When/Frequency:

January 17, 2024

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

All reading teachers will participate in a professional development session facilitated by district iReady Support Personnel. The training will focus on using iReady diagnostic data to inform instructional practices, address student needs, identify targeted resources, and implement data-driven instructional changes in the reading classroom. The reading coach will create a schedule for the professional development sessions and keep a sign-in sheet to ensure all reading teachers have participated in the training.

Action Step #5

iReady Instructional Pathways and Incentives

Person Monitoring:

Aryam Alvarez

By When/Frequency:

January 17, 2024/ Weekly

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

A school-wide iReady incentive program will reward students who consistently complete 45 minutes of lessons per week with a 75% passing rate or higher and the top three classes with the most students meeting this goal. The iReady Incentives Team will monitor the Weekly Personalized Summary Report to track winning students and classes, ensuring the iReady program is implemented with fidelity.

IV. Positive Culture and Environment

Area of Focus #1

Other

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.

Based on the 2024 School Climate Survey, feedback from staff indicates there is a 9 percentage-point decrease in the number of teachers who felt a lack of concern/ support from parents when compared to the 2023 School Climate Survey. Sixty-six percent of teachers indicated they felt there was a lack of parental involvement in 2024 survey, compared to 77% in the 2023 survey. The data demonstrates an increase in parental involvement which can be attributed to the addition of the STArts2 Magnet Program in grades K-5 for the 2023-2024 school year. The magnet provided parents, students, staff, and community members with additional opportunities to engage in the education endeavors at Bowman Ashe/ Doolin K-8 Academy. With the addition of the Magnet program in the middle school for the 2024-2025 school year, we hope to continue this upward trend in parental involvement which will ultimately have a positive impact on school morale and increase student achievement.

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.

In 2024, 66% of teachers felt there was a lack of concern/ support from parents. With the addition of the STArts2 Magnet Program in the middle school and increasing school spirit, pride, and branding we expect to see a decrease of at least 5 percentage-points in the number of staff members that felt a lack of concern or support from parents in the 2025 School Climate Survey.

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.

To monitor the effectiveness of our strategies aimed at increasing parental involvement, we will implement a comprehensive monitoring plan. This will include conducting annual surveys among teachers, staff, and parents to gather feedback on perceived levels of parental involvement. Additionally, we will track attendance at school events, parent-teacher conferences, and volunteer participation. The data collected from these sources will be analyzed to assess progress towards our goal of decreasing the percentage of teachers who feel a lack of concern or support from parents. By cultivating stronger home-school partnerships, we expect to see an improvement in student performance on the 2025 Statewide Assessments.

Person responsible for monitoring outcome

Aryam Alvarez (pr0451@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

School Spirit, Pride, and Branding fosters enthusiasm and pride through activities, enhancements to the school's physical environment, and participation in unique traditions.

Rationale:

With the addition of the STArts2 Magnet Program in the middle school, we will continue to develop school spirit, pride, and branding, as an evidence-based intervention, to build upon the foundation set by implementation in the 2023-2024 school year. The administrative team will collaborate with the Parent Teacher Organization (PTO) Board and teacher representatives to create opportunities for families to become more involved in the school. By tracking attendance at events, we can gauge the impact of our efforts and make necessary adjustments to ensure a positive and engaging school climate.

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 #1

Parent Teacher Organization (PTO) / Admin Meetings

Person Monitoring:

Aryam Alvarez

By When/Frequency:

September 27, 2024/ Monthly

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

Each month, the administrative team will meet with the Parent Teacher Organization (PTO) and a teacher representative to identify events for family members to come into the building and become an participant in their child's education. The PTO president will ensure that minutes are taken for each meeting to allow for reflection on the effectiveness of the activities that will be implemented.

Action Step #2

School Pride

Person Monitoring:

Christina Albarran (calbarran@dadeschools.net)

By When/Frequency:

September 27, 2024

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

The PTO will host an off-campus family night at the local McDonald's, offering staff, students, and community members a chance to foster school pride and uphold school traditions as well as join

together in community off-campus. We anticipate staff members engaging with students and community members, demonstrating the founding principles of the school and the STarts Magnet Program.

Action Step #3

Equity Initiatives

Person Monitoring:

Aryam Alvarez (pr0451@dadeschools.net)

By When/Frequency:

Quarterly

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

The school will implement equity initiatives through Diversity, Equity, and Inclusion (DEI) to ensure all stakeholders feel included, valued, and are provided with the tools needed to assist their children in accessing their education. Select team members on the equity team will review and adjust systems and structures at the school to promote inclusion and encourage parental engagement in their child's education. To monitor the impact, the school will conduct regular equity audits. The equity team will regularly review and adjust school policies to ensure alignment with DEI goals.

Action Step #4

Communication with All Stakeholders

Person Monitoring:

Aryam Alvarez

By When/Frequency:

January 17, 2024/ Weekly

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

All staff will continue using digital communication platforms, such as Schoology and Class Dojo, to maintain open communication with stakeholders. The principal will also use Instagram to keep parents informed about school events and showcase educational activities and monitor the account to ensure it is updated weekly

Action Step #5

Family Night

Person Monitoring:

Aryam Alvarez

By When/Frequency:

January 17, 2024

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

To foster school pride and spirit, we will host a Wonders of Science Family Night to celebrate student achievements in Science. The event will showcase student Science projects and feature interactive demonstrations of various projects that students have completed in the field of engineering and robotics. We will also honor students representing the school in the SECME Olympiads with awards. The successful implementation of this action step will contribute to increased school pride, enhanced family involvement, and a positive learning environment.

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 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. (ESEA 1114(b)(4))

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

The school improvement plan is highlighted for all stakeholders during the annual Title I meeting and EESAC meetings in both English and Spanish. It is also available online on the school's website (<https://bowmanashedoolink8.net/>) and in print for those who wish to peruse the information independently.

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

The school will implement activities according to the Title I School-Level Family Engagement Plan that enhances the ability for significant parent and family involvement. The activities implemented by the school will help to build relationships with the community in order to improve student achievement. Additionally, the school will provide resources and training to assist parents and families to work with their child(ren), and provide other reasonable support for parent and family engagement via Webinars, PowerPoint Presentations, Handouts, Webpage information (<https://bowmanashedoolink8.net/>) and in-person meetings.

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. (ESEA Section 1114(b)(7)(ii))

The school aims to enhance the academic program, extend and improve the quality of learning time, and offer an enriched and accelerated curriculum through focused collaborative planning sessions that maximize instructional time and address the diverse needs of learners. Additionally, intervention and tutorial programs will be developed and offered to students needing remediation or enrichment.

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 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

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. (ESEA 1114(b)(7)(iii)(I))

Bowman Ashe/Doolin K-8 Academy has two School Counselors that have developed a Comprehensive School Counseling plan to ensure that we are meeting the varying needs of a students. A School Psychologist, Mental Health Counselor, and School Social Worker are also used in support of this plan. When more extensive support is needed, students may be referred to community agencies for specialized support.

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. (ESEA 1114(b)(7)(iii)(II))

N/A

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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

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. (ESEA section 11149b)(7)(iii)(V)).

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

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. (ESEA 1114(b)(7)(iii)(V))

To assist in the transition from preschool to elementary school, incoming kindergarten parents and students are invited to attend orientations such as "Popsicles with the Principal" to allow students and families to gain exposure to necessary prerequisite and foundational skills for kindergarten readiness. Additionally, providing an opportunity to learn routines, tour the campus, and familiarize themselves with their new learning environments within a kindergarten classroom.

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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), rationale (i.e., data) and plan 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 2024-25 UniSIG funds but has chosen not to apply.

No

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