Flagami Elementary School

2015-16 School Improvement Plan

Flagami Elementary School

920 SW 76TH AVE, Miami, FL 33144

http://flagamielementary.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	89%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	A

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

It is the mission of Flagami Elementary School to provide students with the foundation to become productive members of society and prepare them to meet college and/or career readiness.

Provide the school's vision statement

Our vision is that all students will achieve academic success and the ability to be productive citizens of the global community. We have defined our core values to include collaboration, dedication, excellence and professionalism.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Healthy and successful schools have a culture that supports the conditions for learning. Flagami Elementary School maintains a goal to implement a school-wide commitment to teacher/student connections and nurtures a sense of belonging. Fostering connection begins with a deliberate commitment to the belief that all students can meet high academic standards, and that our school has the ability and the responsibility to help every child reach their full potential. With our diverse student population, it is important to promote a sense of belonging in the students.
Our school community embodies an ethic of caring: not just a program, strategy or goal, but a way of relating to students, their families, and one another that conveys compassion, understanding, respect, and interest. In our school, English Language Learners (ELLs) are the fastest growing population. Our staff is able to communicate effectively and cross-culturally in such diverse contexts and that greatly affects and impacts students and the building of relationships between teachers, parents and students. Students must feel that they belong and are accepted. Politeness, friendliness, kindness, fairness, respect and empathy are important factors in establishing a sound teacher-student relationship. Our teachers listen to the students with empathy, putting themselves in their students' places and learning to read between cultural lines. Through this approach, their cultural knowledge and cross-cultural communication skills develop and they are able to understand and respect the diversity of our student population. In turn, this will assist them in guiding students effectively toward academic success and fulfillment.
The school also participates and showcases pride in the cultures of the students during multicultural celebrations that take place throughout the year such as the Pre-K Hispanic Heritage Luncheon, Hispanic Heritage Month Bulletin Board Contest, Bilingual Journalism, and Black History Month celebration. Lessons are incorporated throughout the school year for the aforementioned and also for Women in History, ESE Week, etc.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Flagami Elementary creates a safe, fair, and respectful environment for all our stakeholders, especially our students. Structuring our school environment to create this type of atmosphere is the beginning of an effective educational program for all our students. Students must feel safe both physically and psychologically before, during, and after school.
Morning supervision is provided by designated personnel who are assisted by our school patrols. Many teachers volunteer to open classrooms at 7:30 a.m. to provide students with a safe haven to

have an early start to their academic day. Cafeteria behavior is monitored by our administration, school guidance counselor, and other staff members to ensure a safe environment during breakfast and lunch time.

All staff members are assigned a dismissal post to ensure the safe dismissal of our students. The school also provides supervised after-school enrichment activities such as drama, dance, and chorus, allowing students to tap into their creative abilities.

The school counselor works closely with teachers and students to implement the Bullying Prevention Program. Lessons are provided by both the counselor and the school social worker to educate our students in recognizing bullying behaviors. The counselor maintains a secure "Bully Box" where students can privately voice their worries and concerns and the counselor provides follow-up services.

We also strive for our educational setting to be attractive, comfortable, and well-kept; the students will feel that the classroom is a place worth being in and they are worth the effort. Each themed classroom environment has been arranged so that it is literacy-based and welcoming to all students. Our students are provided with clear and consistent expectations for behavior and are rewarded by the "Do the Right Thing" program announced every Friday on our morning announcements. Consistency may be the most essential skill that guides behavior management and provides the students with a feeling of security and safety.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Flagami Elementary has a school-wide behavioral system in place that assists in keeping students engaged, especially during instructional time. Each teacher implements and monitors a classroom discipline plan with clear expectations, rewards, and consequences. Every adult in the school that interacts with a student understands the guidelines and school-wide rules. These rules are posted outside the main office and in all the classrooms. Structure and discipline are essential in providing a nurturing, safe, and secure environment throughout the school day and an environment that promotes student engagement and learning.

Teachers communicate behavioral concerns with parents and the school counselor. Additional behavior interventions are implemented for students needing more support. Students who do not respond to additional interventions are referred to the RTI process.

In addition, parents are provided with the Student Code of Conduct to review with their children at the start of each school year; in addition, the parents must sign that they are in receipt of the document. The school has also developed a school-based "Alternative to Suspension Plan" to reduce the number of outdoor suspensions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

At Flagami Elementary School, safety and the ability of students to meet the school's behavioral expectations contribute to an effective learning environment. We realize that to be successful, a strong academic curriculum partnered with behavioral support is vital. School can be a stressful place for students and students arrive at school each day facing a myriad of pressures to perform.

Our school guidance counselor works diligently in providing our students with problem solving techniques and test-taking skills that are crucial to the development of their emotional well-being. Our school strives to provide a safe environment. Our school guidance counselor has implemented a bully-free zone throughout our entire school campus. Students are aware that the "Bully Box" is outside the counselor's office. It provides students with a convenient and anonymous way to report bulling incidents in and around school. If students are being bullied or they witness someone else being bullied, they know to complete a brief "Bully Box Form" and deposit in the "Bully Box". These forms are collected and investigated on a daily basis. Group counseling is provided to students upon

request by teacher, parent or student. In addition, the school guidance counselor (throughout the month of October) implements activities that reflect on the awareness of drug and alcohol consumption.

Our school has also initiated the District's Everybody Mentors initiative, a student advocate program. Through this program students will be provided with a staff member as a mentor. The goals of this program are to:

(a) create opportunities for children to develop skills and personal awareness aimed to improve academic success, problem solving, and goal setting, (b) decrease truancy, tardiness, and behavior referrals, and (c) to increase attendance.

The school also implements the RTI process for behavioral concerns; teachers refer students in need of additional support and Tier 2 and, if necessary, Tier 3 interventions are put in place to assist the student.

The school culture orients the behavior of the stakeholders and all of the teachers and staff strive to foster positive interactions that support meeting behavioral and academic expectations and developing and sustaining caring and healthy connections.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Flagami Elementary develops and employs an Early Warning System (EWS) that identifies at-risk students. It identifies those students with excessive absences, those students missing more than 10% of instructional time, and students who receive two or more behavior referrals or suspensions.
* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
* One or more suspensions, whether in school or out of school
* Course failure in English Language Arts or Mathematics
* A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	3	3	2	4	3	26
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	2	0	0	2	5
Level 1 on statewide assessment	0	0	0	0	17	13	30

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students identified by early warning systems will be targeted as follow:
Attendance: Attendance will be closely monitored by the teachers, the school guidance counselor and the school social worker. Students with 5 unexcused absences in 30 calendar days will be immediately identified and scheduled for an Attendance Committee Meeting where the parents will be informed of the importance of attendance and it's relationship to academic success. Parents and students will be asked to sign a contract stating their commitment to improve student attendance. Students who accrue 15 unexcused absences in 90 calendar days will be identified as habitually truant and reported to the district as such. A Truancy Referral Packet will be completed to seek support for the student and their families with the expectation of improving attendance.
The MTSS/RTI Team will meet to address the needs of students who present behavior issues in an effort to support parents and students and implement Tier 2 and Tier 3 behavioral interventions. The school will also follow the School-based Alternative to Suspension Plan.
Course Failure/Level 1 on statewide assessments: Students who have scored a Level 1 on statewide assessments will be immediately assigned to Tier 2 interventions and their progress will be consistently monitored. Those students who do not demonstrate progress as compared to their peers will be referred to the MTSS/RTI Team for a determination of specific Tier 3 interventions for remediation and evaluation, if needed. Those students who are failing ELA or Math will also be referred to the MTSS/RTI as specified above.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/193541.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Flagami Elementary believes in the philosophy that we need to turn our community supporters into leaders and our school's best advocates. By thoughtfully inviting, informing, and involving our community stakeholders, we seek to inspire them by sharing our enthusiasm for our school and most importantly our students. Our has made making local community engagement a priority for our school and has invited local community members to partner with our school and has extended the invitation to work together to focus on our children. In addition, Flagami Elementary has partnered with the local Walgreen's drugstore in providing incentives for our students and providing resources to assist our teachers in easily accessing flu and pneumonia vaccines.
Local agencies such as Citrus Health offers a coordinated level of school-based health care that integrates education, medical, and/or social and human services at the school site.
The second grade team at the school also coordinates the Kids and the Power of Work (KAPOW) program for the second grade students. Over the past few years and also this year, Perry Ellis will be the corporation sending representatives to work with the students to provide them hands-on experiences

that relate their academic learning to the real world. Book Pals (which is a part of the Screen Actors Guild Foundation) comes in on a bi-weekly basis to read to our students; this is a great model for our students for proper reading intonation and prosody.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Vega, Aileen	Principal
Trujillo, Gladys E.	Assistant Principal
Lam, Awilda	Instructional Coach
Reyes, Carmen	Teacher, PreK
Ochoa, Mabel	Teacher, K-12
Faget, Patricia	Teacher, K-12
Lopez, Marlene	Teacher, K-12
Perez, Vanessa	Teacher, K-12
Sturla-Castaniera, Yolanda	Teacher, K-12
Vives, Aymee	Guidance Counselor
DuBreuil, Margarita	Teacher, K-12
Carballes-Alonso, Lorelei	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Flagami Elementary School's Leadership Team, strategically integrated in order to support the instruction through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The leadership team works collaboratively with teachers, parents and teachers to make informative and important academic decisions.

Ms. Vega - Principal/Ms. Trujillo -Assistant Principal: Provide a common vision for the use of data-based decision making, ensures that the Flagami Elementary school MTSS/RtI based team is implementing the RtI process efficiently and correctly, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

Marlene Lopez, Vanessa Perez, Lorelei Carballes, Mabel Ochoa, Yolanda Sturla-Castaneira, Margarita DuBreuil, Patricia Faget and Carmen Reyes -Grade Level Chairpersons: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) /English Language Learners (ELL) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Awilda O. Lam - Instructional Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.

Aymee Vives - Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, our guidance counselor continues to link child-serving and community agencies to Flagami Elementary Schools and families to support the child's academic, emotional, behavioral, and social success.

The Leadership Team will meet on a weekly basis to discuss student needs as identified by classroom teachers. The team will review progress monitoring data at a grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will collaborate regularly, problem solve, share effective best practices, evaluate implementation, make decisions, and practice new processes and skills.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I, Part A

Flagami Elementary School will provide resources to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, or summer school). The district coordinates with Title II and Title III in ensuring that staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; and special support services to special needs populations such as students with Emotional/Behavior Disorders.

Title II

The District uses supplemental funds for improving basic education for the students at Flagami Elementary School as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ELL

• training and substitute release time for Professional Development Liaisons (PDL) at Flagami Elementary School focusing on Professional

Learning Community (PLC) development and facilitation, as well as Lesson Student Group implementation and protocols.

Title III

Flagami Elementary will utilize Title III funding to provide tutorial services for English Language Learners students levels one through four. Tutorial are conducted in the morning hours and include

Math, Reading and Computer Lab.

Title X- Homeless

Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to. Flagami Elementary School seeks to ensure a successful educational experience for homeless children by collaborating with the Homeless Assistance Program and with parents and the community. Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. The Homeless Liaison works closely with our school registrar on the procedures for enrolling homeless students and with our school counselor on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements. Flagami Elementary provides a homeless sensitivity, awareness campaign to all the staff members.

Flagami will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Red Ribbon Week and the D.A.R.E. program support the prevention of violence in and around Flagami Elementary School. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. In addition, we have implemented a bullying prevention curriculum. This curriculum provides students with an understanding and awareness of the severity and consequences of bullying. Bully awareness is supported throughout the month of October with different activities and awareness message on our morning announcements.

Nutrition Programs

1) Flagami Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) Flagami Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

Parental Involvement

Flagami Elementary involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource area in order to inform parents about available programs and their rights under the No Child Left Behind and other referral services. We aim to increase parent engagement/involvement through developing (with on-going parent input) Flagami Elementary Title I compact: Flagami Elementary Title I Parent Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements. Informal parent surveys are conducted to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc. with flexible times to accommodate our parents. This impacts our goal to empower parents and build their capacity for involvement. Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare to the students at Flagami Elementary School which integrates education, medical and/or social and human services on school grounds. HCiOS services reduce barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Aileen Vega	Principal
Awilda Oyola Lam	Teacher
Joy Dailey Reiter	Teacher
Marta Varela	Teacher
Vanessa Perez	Teacher
Carmen Reyes	Teacher
Mabel Ochoa	Teacher
Yinette Santos	Teacher
Monica Vega	Parent
Raiza Martinez	Parent
Dilayda Aloma-Fernandez	Education Support Employee
Emma Noriega	Education Support Employee
Grisel Eligio de la Puente	Parent
Kenia Hernandez	Parent
Monica Morales	Parent
Deborah Ochussi	Parent
Tiffany Bart	Business/Community
Mauricio Lam	Business/Community
Yinette Santos	Teacher
Alexa Monslave	Student
Kayla Martin	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the 2015-2016, our SIP was designed to provide teachers more meaningful professional development to improve their practice and support to become better educators, this has lead to stronger instructional practice for all our students at Flagami. Data from the 2015 summative assessments shows that our students made significant gains in Science. Although results for Reading and Mathematics are still pending results from the Spring FSA administration, we did see an increase in both Reading and Mathematics in the final administration of iReady assessments which demonstrated significant increases for students in both areas. Along with the full implementation of the new Reading Wonders and Wonderworks Intervention, we took time to examine and analyze the data and refined our expectations and skills to support differentiated instruction, as we shifted our attention to fully implementing the Florida Standards. We strived to drive improvements in our core curriculum and content areas. We continued our focus on Reading and interventions to increase achievement for our students in the lowest 25% percentile. We continued to implement a school-wide intervention program that provides the opportunity for consistency and fidelity to 30 minutes of additional literacy focus. Our 12 point increase in Science is attributed to our use of the Science Fusion program, scheduled weekly Science lab time, hands-on experiments and an increase of project-based learning field trips.

Development of this school improvement plan

Flagami's School Advisory Council members analyzed the process used to develop the school improvement plan. Our school's EESAC is involved in the development; management and monitoring of our school improvement plan goals and is active in holding all stakeholders accountable. Quarterly meetings to review data from our Fall and Winter MYA's (Mid-year Assessments) are designed to provide our teachers with meaningful feedback and support.

Preparation of the school's annual budget and plan

The school's annual budget and plan were provided to the EESAC members. The EESAC committee along with the principal through collaborative conversations and consensus met to discuss school needs and concerns. The budget evolved primarily from the schools' current needs, but shall also consider the data
collected in long-range budget and academic planning. Such as; staff, textbooks, equipment and supplies, cost and maintenance of facilities and equipment and other costs associated with the operation of each program. It is the responsibility of all stakeholders to carry out a budget plan in a thorough and efficient manner and to maintain the programs and technology that honor our obligation to our students for the best possible education.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The EESAC allocation of funds for the 2014-2015 school year were used to provided tutorial services as well as to supplant any supplies needed to improve student academic success.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

NOT APPLICABLE

Literacy Leadership Team (LLT)

Membership:

Name	Title
Vega, Aileen	Principal
Trujillo, Gladys E.	Assistant Principal
Lam, Awilda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge and proficiency within the school building and focus on areas of literacy concern schoolwide. The major initiatives for the LLT this year will be to ensure that the curriculum and instructional strategies are implemented schoolwide to enhance student achievement.
The main areas of focus is to provide embedded collaborative planning and professional development aimed at increasing rigor as required by the Florida State Standards (FSS).

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Flagami Elementary encourages and supports a collegiate and collaborative working environment that support quality work and effective instruction that is in the best interest of our students. Teachers are provided with common planning time 4-5 days a week. Teachers select a day(s) to meet to thoughtfully plan collaboratively and to share innovative strategies, best practices, and disaggregate data.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

At Flagami Elementary, the principal utilizes the district hiring website through Teacher Match to recruit highly qualified teachers for the school. This site includes resumes, references, and certification information and other valuable information to hire the best qualified personnel.
Teachers at the school are provided with a myriad of opportunities for professional development to increase their knowledge and skills to increase student academic achievement. Teachers are also provided with information to keep their certificates current and ensure that they are certified-in-field for the subjects they teach. Teachers are also monitored and provided additional support as needed as a result of both formal and informal observations.
Recognition also plays an important part in retaining our highly qualified teachers. The Spot-success program, whereby teachers recognize teachers, is implemented to foster collegian recognition. There is also a concerted effort to elevate the teaching profession by focusing on preparing, developing, and rewarding effective teachers and by implementing Teacher Appreciation activities throughout the school year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Beginning teachers in the school participate in the District Mentoring and Induction for New Teachers (MINT) program. Mentor teachers receive training so that they can work with beginning teachers. Specific activities such as observations in both the mentor and student classes are conducted. The mentor teacher logs in hours of mentor service. The beginning teachers are also provided with additional district training to provide them with support.
Novice teachers are paired according to subject/grade level. Preference is given to those teachers who demonstrate commitment to our mission/vision/values and have experience in clinical supervision. Mentoring time is provided through creative scheduling, allocating 1 hour per day of common planning time. Additionally, Title I substitute dollars have been allocated to provide time for observation/feedback sessions for mentors/students.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Flagami Elementary provides our teachers with resources and professional development they will need to ensure that the new reading basal series and new standards are implemented correctly. All our teachers have been trained on the instructional component of the Reading Wonders Series. Teachers have and will continue to receive professional development on the use of the digital resources component, which is an instrumental part of our reading series. Teachers are scheduled to receive additional training in the District technology program, i-Ready. Teachers will continue to participate in professional development, provided by the District and the instructional coach, that will

assist them in unwrapping the district pacing guides and new Florida standards in Reading, Math, and Writing. Teachers will continue to develop a greater understanding and familiarity of the selection of planning resources available to them. Use of interactive boards will also continue to enhance student understanding and engagement as we strive to reach all types of learners.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Flagami Elementary makes every effort to provide our students with effective instruction to meet their needs. Although FSA data is pending, data from i-Ready, SAT and FCAT are utilized to provide effective differentiated instruction to meet the varying needs of our diverse students. Based on our ongoing data from these sources, our students will receive the services needed and instruction is adjusted accordingly. Our students all participate in authentic literacy activities, while also experiencing the explicit instruction needed to gain important skill and strategies during teacher led centers. Struggling students are provided with intervention using the Reading Wonderworks Program for an extra 30 minutes aside from their 90 minute literacy block. In addition, Tier 3 students, will receive additional and more targeted interventions 2-3 times a week for 30 minutes. ELL students receive intervention in their home language to facilitate academic achievement. These students will also use the technology program, Imagine Learning, for interventions in addition to the Home Language Language Arts block. ELL students are also provided with Title III before school tutorial programs in Reading and Mathematics.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 2,880

Extended learning is provided for 30 minutes, four times per week in a before school tutorial program for ELL students in grades 3-5. The areas of reading and math are targeted over the course of 24 weeks. This small group tutorial is funded through a combination of Title I and Title III funding sources. Classroom teachers will serve as tutors for their own homeroom students. Re-teaching of standards already taught, but not mastered, will comprise the bulk of instruction. Unit tests and mini- benchmark assessments administered during the classroom routine will confirm mastery of previously missed skills.

Strategy Rationale

Before school extended learning opportunities will provide the students small group focused instruction to support and provide the opportunity for remediation in core instruction in Reading and Mathematics.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Vega, Aileen, avega3@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be collected through Baseline, i-Ready reports, MYA's assessments, teacher-made and formative assessments to progress monitor students and adjust instruction as necessary. In addition, i-Ready data will also be utilized to monitor students' progress and provide scheduled progress monitoring for selected Tier 2 and Tier 3 students.

Strategy: After School Program

Minutes added to school year: 3,840

Enrichment will be offered for 60 minutes, two times per week to enhance student learning after school for student in grades 2-5 over the course of 32 weeks.

Strategy Rationale

After school enrichment programs will provide students the opportunity to develop skills that will increase self-esteem and positively impact student learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Vega, Aileen, avega3@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Enrichment programs consist of Flagami Elementary Chorus and Drama Clubs. Students work on developing skills that will be showcased in two school performances, one during the holiday season and one Spring Review. The effectiveness of the program will be determined by student participation, culminating activities, and parental support.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists Flagami Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. A Prekindergarten SPED mainstream program is also on-site at Flagami Elementary and provides opportunity for meaningful transition to kindergarten for SWD and role model students. A kindergarten Open House was held every Spring in conjunction with early registration.
Registration for VPK will begin in April, 2016. Pre-kindergarten Open House for the 2016-2017 school year will take place May 2016. Kindergarten registration will begin in January, 2016. Parents are provided with registration packets with information on documentation on what is needed for registration. Kindergarten Open House will be held in May 2016. Parents and future students will be provided with an overview of expectations, information on how to enhance preparation for kindergarten. They are also given a tour of Flagami Elementary School. All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) which will be used to assess basic academic skill development and academic school readiness of incoming students. FLKRS is administered to assess the readiness of each child for kindergarten. The FLKRS includes a subset of the Early Childhood Observation System™ (ECHOS™) . The OLPS will be used to ascertain English language skills of incoming kindergarten students. Flagami Elementary will expand

the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at Flagami Elementary School. We will also utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. The office staff will also be directed to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NOT APPLICABLE

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NOT APPLICABLE

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NOT APPLICABLE

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NO APPLICABLE

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:
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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement by improving core instruction in all content areas. 1a

Targets Supported 1b

🔍 G067635

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Reading - Hispanic	73.0
AMO Reading - SWD	56.0
AMO Reading - ED	73.0
AMO Math - All Students	75.0
AMO Math - Hispanic	75.0
AMO Math - ELL	75.0
AMO Math - SWD	54.0
AMO Math - ED	74.0

Resources Available to Support the Goal 2

- District Pacing Guide, Reading Wonders Basal Series, i-Ready Reading, i-Reading Math, Imagine Learning (ESOL), Reading/Language Arts Website, Common Grade Level Planning, Promethean Interactive Boards, Computer Lab with Rotating Schedule, Mobile Computer Lab, 5 individual computer per classroom, Accelerated Reader, Technology Tuesday, Literacy Day, Renaissance Day, Scholastic Book Fair, Bilingual Parent Academy, C-Palms, Discovery Education, Learning Village and Title III Tutorials,Go Math Series, Reflex Math, Think Central Teacher Series for PD,Think Central Science Fusion, Gizmos, Brain Pop, Science Kits, District Science Website, District Essential Labs, Scotts Foresman Science Book, Science Handbook (At your Fingertips),Science Fair, Designated time in Science Lab,

Targeted Barriers to Achieving the Goal 3

- Non-proficiency in the knowledge level of analyzing, interpreting and disaggregating I-Ready data to differentiate instruction in all core content areas.

Plan to Monitor Progress Toward G1. 8

Conduct instructional rounds to consistently monitor the implementation of rigorous instruction and higher order thinking skills during core instruction.

Person Responsible
Aileen Vega

Schedule
Weekly, from 10/14/2015 to 6/9/2016

Evidence of Completion
Results of the 2016 administration of the Florida Standards Reading and Math Assessment.
Results of the 2016 administration of the Florida Comprehensive Assessment Test Science 2.0.
Results of the i-Ready 3rd Diagnostic Assessment which will be conducted in May 2016.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

1 = Problem Solving Step 🔑 S123456 = Quick Key

G1. Increase student achievement by improving core instruction in all content areas. 1

🔑 G067635

G1.B1 Non-proficiency in the knowledge level of analyzing, interpreting and disagregating I-Ready data to differentiate instruction in all core content areas. 2

🔑 B175175

G1.B1.S1 Teachers will engage in quality professional development to ensure delivery of effective instruction for students using the i Ready Reports. 4

🔑 S186487

Strategy Rationale

i-Ready Data in Reading will provide a snapshot of students academic needs. With appropriate analyzing and dissegragation of data, our teachers can make informed decisions that increase student achievement. The implementation and use of i-Ready data during will support students in grade level benchmarks and provide them with the acquisition of skills needed to build their academic foundation.

Action Step 1 5

Introduce i-Ready Data and Diagnostic interpretation through a job embedded professional development during faculty meetings.

Person Responsible

Awilda Lam

Schedule

On 10/6/2015

Evidence of Completion

Sign in sheet, agenda, handouts and grade level minutes.

Action Step 2 5

Implement the strategies and skills acquired, during the professional development, in their instruction.

Person Responsible

Awilda Lam

Schedule

On 11/24/2015

Evidence of Completion

Instructional rounds, lesson plans, collaborative conversations

Action Step 3 5

Provide follow-up and support to selected teachers through professional development videos from i-Ready Reading Series and i-Ready Curriculum Support Specialist that will reinforce the following areas: Use of data to supplant a rigorous instruction, higher-order thinking, and collaborative conversations. Professional Development will take place during common planning time.

Person Responsible

Awilda Lam

Schedule

Weekly, from 10/14/2015 to 11/24/2015

Evidence of Completion

Sign in sheet, agenda and handouts, grade level minutes.

Action Step 4 5

Conduct instructional rounds to consistently monitor the implementation of rigorous instruction during the instructional block.

Person Responsible

Aileen Vega

Schedule

On 11/24/2015

Evidence of Completion

Instructional rounds, lesson plans, collaborative conversations

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Implement the strategies and skills acquired during the professional development in classroom differentiated instruction.

Person Responsible

Awilda Lam

Schedule

Weekly, from 10/13/2015 to 11/24/2015

Evidence of Completion

Classroom visitations, lesson plans, i-Ready data analysis reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Provide follow-up and support to selected teachers through professional development that will reinforce the following areas: rigorous instruction, higher order thinking, and collaborative conversations. Professional development will take place during common planning time.

Person Responsible

Aileen Vega

Schedule

Weekly, from 10/20/2015 to 11/24/2015

Evidence of Completion

Sign in sheet, agenda, grade level minutes, handouts

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Introduce i-Ready Data and Diagnostic interpretation through a job embedded professional development during faculty meetings.	Lam, Awilda	9/30/2015	Sign in sheet, agenda, handouts and grade level minutes.	10/6/2015 one-time
G1.B1.S1.A2	Implement the strategies and skills acquired, during the professional development, in their instruction.	Lam, Awilda	10/13/2015	Instructional rounds, lesson plans, collaborative conversations	11/24/2015 one-time
G1.B1.S1.A3	Provide follow-up and support to selected teachers through professional development videos from i-Ready Reading Series and i-Ready Curriculum Support Specialist that will reinforce the following areas: Use of data to supplant	Lam, Awilda	10/14/2015	Sign in sheet, agenda and handouts, grade level minutes.	11/24/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	a rigorous instruction, higher-order thinking, and collaborative conversations. Professional Development will take place during common planning time.				
G1.B1.S1.A4	Conduct instructional rounds to consistently monitor the implementation of rigorous instruction during the instructional block.	Vega, Aileen	10/27/2015	Instructional rounds, lesson plans, collaborative conversations	11/24/2015 one-time
G1.MA1	Conduct instructional rounds to consistently monitor the implementation of rigorous instruction and higher order thinking skills during core instruction.	Vega, Aileen	10/14/2015	Results of the 2016 administration of the Florida Standards Reading and Math Assessment. Results of the 2016 administration of the Florida Comprehensive Assessment Test Science 2.0. Results of the i-Ready 3rd Diagnostic Assessment which will be conducted in May 2016.	6/9/2016 weekly
G1.B1.S1.MA1	Provide follow-up and support to selected teachers through professional development that will reinforce the following areas: rigorous instruction, higher order thinking, and collaborative conversations. Professional development will take place during common planning time.	Vega, Aileen	10/20/2015	Sign in sheet, agenda, grade level minutes, handouts	11/24/2015 weekly
G1.B1.S1.MA1	Implement the strategies and skills acquired during the professional development in classroom differentiated instruction.	Lam, Awilda	10/13/2015	Classroom visitations, lesson plans, i-Ready data analysis reports	11/24/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase student achievement by improving core instruction in all content areas.

G1.B1 Non-proficiency in the knowledge level of analyzing, interpreting and disagregating I-Ready data to differentiate instruction in all core content areas.

G1.B1.S1 Teachers will engage in quality professional development to ensure delivery of effective instruction for students using the i Ready Reports.

PD Opportunity 1

Introduce i-Ready Data and Diagnostic interpretation through a job embedded professional development during faculty meetings.

Facilitator

Jeannie Sardinas, i-Ready Curriculum Representative & Awilda Oyola Lam, Instructional Coach

Participants

Teachers in grades K-5.

Schedule

On 10/6/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	**Introduce i-Ready Data and Diagnostic interpretation through a job embedded professional development during faculty meetings.**				**$60,606.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		$1,335.00
			Notes: EESAC Funds			
			District-Wide	Title I Part A		$59,271.00
			Notes: Instructional Coach			
2	G1.B1.S1.A2	**Implement the strategies and skills acquired, during the professional development, in their instruction.**				**$0.00**
3	G1.B1.S1.A3	**Provide follow-up and support to selected teachers through professional development videos from i-Ready Reading Series and i-Ready Curriculum Support Specialist that will reinforce the following areas: Use of data to supplant a rigorous instruction, higher-order thinking, and collaborative conversations. Professional Development will take place during common planning time.**				**$0.00**
4	G1.B1.S1.A4	**Conduct instructional rounds to consistently monitor the implementation of rigorous instruction during the instructional block.**				**$0.00**
					Total:	**$60,606.00**