Henry M. Flagler Elementary School

2016-17 Schoolwide Improvement Plan

Henry M. Flagler Elementary School

5222 NW 1ST ST, Miami, FL 33126

http://hmf.dadeschools.net/default.aspx

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	C*	B	B

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Henry M. Flagler Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide technologically enhanced educational opportunities, along with the delivery of research-based curriculum to empower our learner's academic achievement and promote excellence. As independent, lifelong learners, our students will be well prepared to serve as responsible, productive citizens of the 21st century. Henry M. Flagler Elementary School holds the following beliefs as the motivation for all endeavors: dedication to high quality service, core skills instruction, digital fluency, applied data, and promoting school culture through relationships and communications. We believe that our school is a place of realized potential and that our responsibility is to our students, to our employees and to the community that we serve.

b. Provide the school's vision statement.

Henry M. Flagler Elementary honors the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities. We strive to meet individual needs being cognizant of diverse cultural backgrounds and personal experiences. Henry M. Flagler is your child's destination to academic success, life-long learning, and global awareness.

2. School Environment

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

Henry M. Flagler Elementary School has a leadership team comprised of the Principal, Assistant Principal, School Counselor, Reading Coach, Math / Science Coach, ESOL Chair, and Grade Level Chairpersons. These individuals have unique roles that foster very positive relationships between the teachers and students. They have the ability to understand the community and provide all stakeholders the opportunity to provide input that will continually enhance the teacher - student relationships. Student academic achievement will improve through these relationships.

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

The school has an environment that is safe and nurturing. Students are able to collaborate with one another in the morning during morning lineup. They also show their citizenship through organizations like the school's Safety Patrol. The guidance counselor provides the students with developmental group counseling and grade level assemblies that focus on Student Code of Conduct, bullying, grades, attendance, or any pertinent topic. Students participate in after school based clubs and organizations. Instructors infuse respect and take time to listen to the needs of the students in order to foster a safe atmosphere. Students understand the importance of respecting one another and know to inform any school staff members if they see any safety issues. In the evening, we also host a chapter of the Boy Scouts of America that instills pride and patriotism in our students' lives.

c. 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.

The staff is trained annually at the opening of school on Miami-Dade County Public School's Code of Student Conduct and the district's school board policy. The students and their parents also are provided access to The Code of Student Conduct via our school's website and the district's website. The link is sent home to all parents on a document that must be signed by the parents and returned to the school. The school also has a school-wide discipline plan in place. This plan's disciplinary actions are aligned to the Code of Student Conduct. The disciplinary measures incrementally increase, which will ideally guide the student into the proper form of behavior. Additionally, our students and staff members are also recognized on a monthly basis for "Doing the Right Thing." When recognized, the student's name is called over the P. A. system. A picture is taken of the student and this photo is displayed on the front office's "Do the Right Thing" display. This photo is placed on the school's bulletin board so that all can see. The expectation of respect is instilled in all that enter our building. The school is actively involved in the school's district's initiative "Values Matter Miami". Students learn self-respect and respect of others through this initiative.

d. 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.

Henry M. Flagler Elementary School has a full service Student Service office area, which houses two members of our leadership team - the Assistant Principal and the Counselor. This office also has an area for our parents to access the internet. Students and parents have the ability to come in to Student Services to meet with either the Counselor or the Assistant Principal regarding any questions or concerns, in a comfortable environment. Our Counselor, Social Worker, School Psychologist and Community Involvement Specialist have multiple resources available to the families. They are highly involved to ensure that our students' social-emotional needs are met at home and in school. Multiple clubs, organizations and civic leaders provide their time and resources to our students and their families. All individuals involved understand the importance of providing every student with a strong social-emotional foundation which will aid in the development of the whole child. The ClassDojo application is also used to instill positive behavior.

3. Early Warning Systems

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

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

Henry M. Flagler Elementary has a warning system in place that is designed to assist students at risk of failure. The Attendance Review Committee is designed to support students whose attendance falls below 90% regardless of whether the absences are excused. This committee consists of our Assistant Principal, School's Counselor, Attendance Clerk, School's Social Worker, Community Involvement Specialist (CIS) and the instructor. In order to prevent suspensions, a Placement Review Committee (behavior team) made up of the School's Counselor, School's Social Worker, Grade Level Instructor and the Assistant Principal is in place. These groups works closely together and provides assistance to students with attendance and behavior issues. These committees will provide strategies that are designed to assist the student in positive behavior. Students that are falling behind academically are assisted by the teacher / interventionist, instructional coaches and school administrators. All students that received a failing grade or below grade level score on a state or district assessment in English Language Arts and / or Mathematics will receive support from the intervention team. The intervention team will create academic strategies that will add in facilitating student's academic success.

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

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

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	11	11	5	22	17	0	0	0	0	0	0	0	70
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	7	6	10	7	12	15	0	0	0	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	8	30	33	0	0	0	0	0	0	0	71
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	13	12	9	36	37	0	0	0	0	0	0	0	115

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

The Attendance Review Committee meets with the parents of the students with attendance issues (five or more absences). This meeting is designed to find the factors that are causing the attendance issues and aid the parents with the identified problems.

All disciplinary actions will follow the Miami-Dade County Code of Student Conduct. If a child is suspended or has consistent behavior issues then the child and their parent will meet with the Placement Review Committee (behavior team). They then will develop a Functional Assessment of Behavior (FAB) and a Behavior Intervention Plan (BIP).

The leadership team and the teachers meet to review their class's data from standardized assessments / interim assessments, student's work and grades. Students that have been identified as not being academically successful will be aided by escalating form of instructional assistance that consist of differentiated instruction, intervention and Response to Intervention (RtI).

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315861.

2. Description

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

2. 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.

The school's leadership team is highly involved in reaching out and bringing outside resources that enhance the teachers' instruction and students' experience in school. Our Principal has the ability to bring in civic leaders that aid in the welfare of our students and the community in which they live. Our curriculum coaches bring in experts in multiple fields of professions to illustrate how learning is an ongoing process and is incorporated in all fields of endeavor. Our School's counselor reaches out to neighboring businesses and schools through a collaborative effort in order to provide a connection that allows peer to peer / peer to interactions.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Lamazares, Zulema	Principal
Fuentes, Yvette	Assistant Principal
Otero, Adriana	Instructional Coach
Fernandez, Marilyn	Instructional Coach
Sanchez, Jannet	School Counselor
Fajardo, Maritza	Teacher, PreK
Granado, Karina	Instructional Coach
Delos Cuetos, Madelynn	Teacher, K-12
Franco, Victor	Teacher, K-12

b. Duties

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

The following includes the school-based MTSS Leadership Team functions and responsibilities from across the curriculum:

1. Principal: Ensures implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS). Provides a common vision for the use of data driven instruction and decision- making. Conveys information to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.

2. Assistant Principal: Assist with ensuring that the implementation of intervention and support of professional development based on a needs assessment to increase the school-based team's knowledge of essential strategies that are vital to the development of (MTSS). Assist with providing a common vision for the use of data driven instruction and decision-making. Assist with conveying information to parents regarding (MTSS) plans and activities the school will provide to effectively enhance student achievement.

3. Selected General Education Teachers (Language Arts, Reading, Mathematics, Science, Social Studies, and Foreign Language): Provides information about core instruction, assist in data collection, participate in data chats, and collaborate with others to implement intervention strategies within the

delivery of instruction.

4. Instructional Coaches: Identifies and analyzes scientifically based assessments and intervention approaches. Identifies systematic patterns of student needs to appropriately implement evidence-based intervention strategies. Assist in the implementation of progress monitoring, data collection, data analysis, and support teachers by providing professional development opportunities.

5. Counselor: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities.

6. ESE Chairperson: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities for ESE students.

7. ESOL Chairperson: Participates in interpretation and analysis of data to develop data driven intervention programs; facilitates technical assistance for problem-solving activities for ESOL students.

2. 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.

The MTSS Leadership Team uses the Florida's Planning and Problem-Solving Process (Using RtI Data) to set goals, and monitors academic and behavioral data to evaluate progress towards those goals.

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

1. Holds regular team meetings where problem solving is the focus.

2. Monitors and adjust the school's academic and behavioral goals through data gathering and analysis.

3. Respond when grades, subject areas, classes, or individual students have not shown proficiency.

4. Drives professional development decisions.

5. Discusses strategies to implement through the year to increase student achievement.

6. Collaborates with teams to make informed decisions on MTSS/RtI implementation.

7. Gathers input from data analysis at all Tiers to determine the professional development of the team and the faculty.

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

1. Review OPM data for intervention groups to evaluate group and individual student responses.

2. Select students for SST Tier 3 intervention

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports.

Henry M. Flagler Elementary ensures that students requiring additional remediation are assisted through extended learning opportunities before-school and/or after-school programs. Henry M. Flagler's Title I funded Community Involvement Specialist (CIS), serves as a bridge between the home and school through home visits, telephone calls, and school site and community parenting activities. Our CIS schedules meetings and activities, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making processes at the school site.

The Reading and Math Coaches (instructional coaches) develop, lead, and evaluate school core content standards/ programs and identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies. They assist with whole school screening programs that provide early intervening services for children that are considered to be "at risk." They assist in the design and implementation for progress monitoring, data collection, and data analysis. The coaches participate in the design and delivery of professional development, and provide support for assessment and implementation monitoring.

Parents participate in the design of their school's Parent Involvement Plan (PIP) and this plan is provided in three languages. The school's improvement process is developed at the beginning of the school year during the Title I Annual Parent Meeting. The annual MDCPS Title I Parent/Family Involvement Survey is completed at the end of the school year and is done to assess parental input. The data obtained from this survey is used the following year in planning and developing school based activities. Parents are made aware of the importance of this survey through the school's multiple communication platforms (ex. social media, Title I Newsletter for Parents, ConnectEd… and Title I Quarterly Parent Bulletins). The district survey is created in English, Spanish and Haitian-Creole, and is distributed at the end of the school year. This assessment is available paper based and online for parents to complete.

Henry M. Flagler Elementary School participates in the Miami-Dade County Public Schools Value Matters Miami program for its students. Components of this program involve field trips, guest speakers, community service activities, and counseling services. There also is a partnership with The Institute for Child and Family Health Inc. which incorporates violence prevention in the counseling sessions as well as the (SAVE) Students Against Violence Program.

The school also has a nutritional program that provides students with the knowledge of living a healthy lifestyle. Henry M. Flagler Elementary School adheres to and implements the nutrition requirements designed in the District Wellness Policy. Our physical education classes stress the need of health living and exercise. The school's Food Service Program, provides a healthy breakfast, lunch, and snacks for our aftercare program. The Food Service Program strictly follows the Healthy Food and Beverage Guidelines as adopted in the District Wellness Policy.

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2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Zulema C. Lamazares	Principal
Maria T. Ramos	Teacher
Corinthia Johnson	Teacher
Twyla C. Johnson Miller	Teacher
Ana Arocha	Teacher
Carlos Temperan	Business/Community
	Student
Leidybeth J. De la Torre	Parent
Iris Mendoza	Parent
Victor Franco	Teacher
Mariela Cote	Education Support Employee
Eirela Fonseca	Parent
Illeana Caceres	Parent
Crystal Cabrera	Teacher
Terri Wellen	Teacher
Judith Negron	Education Support Employee
Yanerkis Pardo	Parent
Diana Leiva	Student
Adrian Rodriguez	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) is the sole body responsible for final decision making at the school relating to the implementation of the components of the School Performance Excellence Plan. The EESAC's function is to bring together all stakeholders and involve them in an authentic role in decisions which affect instruction and the delivery of programs.

b. Development of this school improvement plan

The SAC involvement in the school improvement plan was during the last meeting of the 2014-2015 school year the plan for 2015-2016 changes and involvement was discussed. Members of the SAC are involved with the planning stages of the plan by giving input during SAC meetings and volunteering to meet with the SIP team to assist with the development of the plan.

c. Preparation of the school's annual budget and plan

The school's annual budget is prepared by the school's principal; however, she collaborates with EESAC committee and her Leadership Team. This is done to ensure that all economically feasible

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recommendation are respectfully listened to and implemented. The budget is done in a concerted effort that ensures instruction would occur in an intellectually rich and cohesive environment.

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

The EESAC will support the School Improvement Plan by funding all or any of the following initiatives: tutoring, instructional materials, student incentives, and FCAT pep rally. It is projected that EESAC will allocate $2,999.00 for this school year for said projects.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Lamazares, Zulema	Principal
Fuentes, Yvette	Assistant Principal
Fernandez, Marilyn	Instructional Coach
Otero, Adriana	Instructional Coach
Sanchez, Jannet	School Counselor
Granado, Karina	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team will develop a plan that provides both district and school site support to every team in every discipline. A cross-curricular approach will be used in the development of lesson planning, which will enhance and promote literacy throughout the disciplines. Some strategies that will be used by the Literacy Leadership team when promoting literacy within the school are:
• Building a learning community that involves all stakeholders.
• Developing a school-based literacy action plan.
• Increasing rigor in classroom instruction, and developing new strategies for differentiated instruction.
• Providing opportunities for data analysis to drive instruction and to increase student achievement.
• Providing ongoing professional development and support during the full implementation of MTSS/RTI.

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

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

The administrative team ensured that instructors were placed in grade levels that would provide the best learning environment for our students to thrive and for teachers to utilize their unique talents. The

schedule was designed to provide for a least an hour of common planning time for each grade level every week. Instructors and grade levels are provided the necessary and supplemental resources that will encourage a positive collaborative working environment.

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

The school's leadership team works closely with the school's district employment and recruitment office for "Highly Qualified" candidates. All personnel will participate in professional development to enhance their professional skills. Recruitment of highly qualified instructional personnel occurs by means of strategic internet recruitment and office interviews. The team also maintains a strong relationship with college officials in the field of education. This relationship allows for continues recruitment of "Highly Qualified" candidates.

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

All new teachers will be assigned a peer mentor to assist with any needs or concerns they may have. The pairing of the new teacher and mentor will be based upon grade level assigned and area of discipline. The new teacher and mentor will meet as needs arise. Additionally, new teachers shall be given ample opportunities to participate in professional development, observation of veteran teachers' classrooms, and resources to enhance their craft.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The instructors are required to have daily lesson plans that are aligned to the District's Pacing Guide. These guides are designed by the district for all core classes and they follow the Florida Standards. The administrative team ensures that the Florida Standards are followed by doing frequent walkthroughs of the instructor's classrooms, which include observing part of the lesson, and checking lesson plans.

b. Instructional Strategies

1. 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.

The school drives its instruction using data. This is illustrated through the use of district assessments, education application, chapter / unit assessments, standardized exams including but not limited to the FSA, FCAT Science, SAT-10, i-Ready, Imagine Learning, CELLA Online and WIDA. The instructor uses this data to create their small groups for differentiated instruction. By grouping the students, the instructor is able to focus on concepts that were taught, but not yet mastered by the students. The instructor will use district approved supplemental resources to enhance their instruction. These groups are dynamic and constantly changing with the identified needs of the students. Students that still have not mastered the information taught will receive additional assistance through intervention / RtI. Our interventionists are scheduled to work with our students on a daily basis by either pushing-in (assisting the student in their class) or pulling-out (removing them from class and working with them

in small groups). Through this multi-tiered approach we are able to reach the needs of all of our students.

2. 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: After School Program
Minutes added to school year: 60

Teachers will participate in Professional Learning Communities (PLC) that focus on the school's instructional strategy of academic writing.

Strategy Rationale

Through these PLC's the instructors will learn how to develop lessons that focus on improving students' ability to analyze, interpret, compare, evaluate and problem solve in their writing.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Fuentes, Yvette, yfuentes@dadeschools.net

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

The Reading and Math Coaches will gather and analyze data from the interim / baseline assessments, chapter / unit assessments, standardize exams (FCAT, SAT... and WIDA) to drive the instruction. With the use of this data instructional strategies will adjust as needed.

Strategy: After School Program

Minutes added to school year: 60

Third, Fourth and Fifth Grade students have the opportunity to receive reading and math tutoring funded by Title III for English for Speakers of Other Languages (ESOL) Level 1 – Level 4 students. This tutoring will take place after school.

Strategy Rationale

The rationale behind the strategy is to target as many students as possible for learning enhancement. Many students who are unable to participate in before school learning opportunities will benefit by this additional afternoon instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sanchez, Jannet, jmzayas@dadeschools.net

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

The Reading and Math Coaches will gather and analyze data from the interim / baseline assessments, chapter / unit assessments, standardize exams (FCAT, SAT... and WIDA) to drive the instruction. With the use of this data instructional strategies will adjust as needed.

Strategy: Before School Program

Minutes added to school year: 60

Third, Fourth and Fifth student have the opportunity to receive reading and math tutoring funded by Title III for English for Speakers of Other Languages (ESOL) level 1 – Level 4 students. This tutoring will take place before school.

Strategy Rationale

The rationale behind the strategy is to target as many students as possible for learning enhancement. Many students who are unable to participate in after school learning opportunities will benefit by this additional morning instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sanchez, Jannet, jmzayas@dadeschools.net

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

The Reading and Math Coaches will gather and analyze data from the interim / baseline assessments, chapter / unit assessments, standardize exams (FCAT, SAT... and WIDA) to drive the instruction. With the use of this data instructional strategies will adjust as needed.

2. Student Transition and Readiness

a. 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).

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

The Voluntary Pre-Kindergarten (VPK) program at Henry M. Flagler Elementary School provides students with the opportunity to acquire proficiency in language and emergent reading skills as well as improving speaking and listening skills necessary upon entering Kindergarten. The VPK classroom teacher utilizes the High/Scope Curriculum, Waterford Early Mathematics and Science, and the VPK Education Standards that include Physical Health, Approaches of Learning, Social and Emotional Development, Language and Communication, Emergent Literacy, Mathematical and Scientific Thinking, Social Studies and The Arts, and Motor Development in order to facilitate learning and monitor student progress throughout the academic school year.

The Developmental Skills Checklist (DSC) will be used to determine students' print/letter knowledge and level of phonological awareness/processing. In addition to academic/school readiness assessments, all incoming Kindergarten students will be assessed in the area of social/emotional development. Specifically, the Ages and Stages Questionnaire will be completed by the parent/guardian of all incoming Kindergarten students. Questionnaire results will provide valuable information regarding student development and need for instruction/intervention regarding pro-social behavior, self-regulation, self-concept, and self-efficacy.

Classroom experiences and school wide activities will expose students to a school environment improving their social and emotional development. Students are involved in activities that allow them to participate and contribute in the learning process. Students transitioning from this program have the advantage of a curriculum that prepares them for academic achievement and school readiness. We will also expand the "Welcome to Kindergarten" program to build partnership 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 enrollment of students at the school. The principal will also meet with the center directors of neighborhood centers.

All members of our kindergarten to fifth grade participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.   We will increase student achievement by improving Core Instruction across all content areas.

Strategic Goals Detail

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

G1. We will increase student achievement by improving Core Instruction across all content areas. `1a`

`G087957`

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	48.0
ELA/Reading Gains	80.0
ELA/Reading Lowest 25% Gains	87.0
FSA Mathematics Achievement	43.0
Math Gains	68.0
Math Lowest 25% Gains	73.0
FCAT 2.0 Science Proficiency	51.0
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	

Targeted Barriers to Achieving the Goal `3`

- The lack of instructional rigor

Resources Available to Help Reduce or Eliminate the Barriers `2`

- 1. The support personnel Ms. M. Fernandez (Reading Coach), Ms. A. Otero Coach, Ms. K. Granado ESOL Lead Teacher, MCSS and RCSS. 2. A team of designated interventionists 3. Professional Development Lead Teacher 4. Professional Learning Communities 5. The active use of technology with instruction 6. Weekly Grade Level Meetings 7. School's Leadership Team 8. Two fully functioning computer labs

Plan to Monitor Progress Toward G1. `8`

The Leadership team will monitor that data throughout the implementation of this strategy

Person Responsible
Zulema Lamazares

Schedule
Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion
Observation Logs, CSS Logs, Lesson Plans, Student Work, PD deliverables, data disaggregation, District Assessments & Florida Standards Assessments

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

Dade - 1881 - Henry M. Flagler Elem. School - 2016-17 SIP

Henry M. Flagler Elementary School

G1. We will increase student achievement by improving Core Instruction across all content areas. [1]

🔑 G087957

G1.B1 The lack of instructional rigor [2]

🔑 B233880

G1.B1.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing. [4]

🔑 S246705

Strategy Rationale

Academic writing will improve instructional rigor and the level of comprehension for the students. Academic writing will enhance the students ability to analyze and interpret data expressed through their writing.

Action Step 1 [5]

Provide all teachers and administrators with professional development on academic writing across all content areas.

Person Responsible

Zulema Lamazares

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Agendas, Sign-In Rosters & PD deliverables

Action Step 2 [5]

Utilize common planning to implement academic writing strategies in lesson plans and demonstrate during the delivery of instruction. Administrators will Identify teachers in need of support through the monitoring of common planning and walk throughs.

Person Responsible

Zulema Lamazares

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation Logs, Lesson PLan and Student Work

Action Step 3 `5`

Provide additional support through the coaching cycle to plan for and implement academic writing through all content areas.

Person Responsible

Marilyn Fernandez

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

CSS Logs, Lesson Plans, Interactive Notebooks & Student Work

Action Step 4 `5`

Monitor for effective implementation of academic writing for those teachers receiving additional support.

Person Responsible

Zulema Lamazares

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation Logs, Lesson Plans and Student Work

Action Step 5 `5`

Monitor and Support for the effectiveness and fidelity of academic writing.

Person Responsible

Zulema Lamazares

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

CSS Logs, Lesson Plans, Student Work & PD deliverables

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

The Leadership Team will meet on a weekly basis to review the implementation and the fidelity of the instructional strategies.

Person Responsible

Zulema Lamazares

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation Logs, CSS Logs, Lesson Plans, Student Work & PD deliverables

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

The Leadership Team will meet on a weekly basis to review the implementation and the fidelity of the instructional strategies.

Person Responsible

Zulema Lamazares

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation Logs, CSS Logs, Lesson Plans, Student Work, PD deliverables, data disaggregation, District Assessments & Florida Standards Assessments

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M333671	The Leadership team will monitor that data throughout the implementation of this strategy	Lamazares, Zulema	8/22/2016	Observation Logs, CSS Logs, Lesson Plans, Student Work, PD deliverables, data disaggregation, District Assessments & Florida Standards Assessments	6/8/2017 weekly
G1.B1.S1.MA1 M333669	The Leadership Team will meet on a weekly basis to review the implementation and the fidelity of...	Lamazares, Zulema	8/22/2016	Observation Logs, CSS Logs, Lesson Plans, Student Work, PD deliverables, data disaggregation, District Assessments & Florida Standards Assessments	6/8/2017 weekly
G1.B1.S1.MA1 M333670	The Leadership Team will meet on a weekly basis to review the implementation and the fidelity of...	Lamazares, Zulema	8/22/2016	Observation Logs, CSS Logs, Lesson Plans, Student Work & PD deliverables	6/8/2017 weekly
G1.B1.S1.A1 A320391	Provide all teachers and administrators with professional development on academic writing across...	Lamazares, Zulema	8/22/2016	Agendas, Sign-In Rosters & PD deliverables	6/8/2017 monthly
G1.B1.S1.A2 A320392	Utilize common planning to implement academic writing strategies in lesson plans and demonstrate...	Lamazares, Zulema	8/22/2016	Observation Logs, Lesson PLan and Student Work	6/8/2017 weekly
G1.B1.S1.A3 A320393	Provide additional support through the coaching cycle to plan for and implement academic writing...	Fernandez, Marilyn	8/22/2016	CSS Logs, Lesson Plans, Interactive Notebooks & Student Work	6/8/2017 weekly
G1.B1.S1.A4 A320394	Monitor for effective implementation of academic writing for those teachers receiving additional...	Lamazares, Zulema	8/22/2016	Observation Logs, Lesson Plans and Student Work	6/8/2017 weekly
G1.B1.S1.A5 A320395	Monitor and Support for the effectiveness and fidelity of academic writing.	Lamazares, Zulema	8/22/2016	CSS Logs, Lesson Plans, Student Work & PD deliverables	6/8/2017 weekly

V. Professional Development Opportunities

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

G1. We will increase student achievement by improving Core Instruction across all content areas.

G1.B1 The lack of instructional rigor

G1.B1.S1 Implement academic writing as a part of an instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing. Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing.

PD Opportunity 1

Provide all teachers and administrators with professional development on academic writing across all content areas.

Facilitator

Mr. J. Fayson, Ms. A. Otero, Ms. M. Fernandez & Ms. K. Granado

Participants

Instructional Staff Members, Instructional Coaches and Administration

Schedule

Monthly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Provide all teachers and administrators with professional development on academic writing across all content areas.**				$0.00
2	G1.B1.S1.A2	**Utilize common planning to implement academic writing strategies in lesson plans and demonstrate during the delivery of instruction. Administrators will Identify teachers in need of support through the monitoring of common planning and walk throughs.**				$389,513.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$6,322.00
			Notes: Hourly Employee			
			District-Wide			$187,460.00
			Notes: Teacher Employee Paraprofessional Employee Hourly Employee			
			District-Wide			$187,460.00
			Notes: Teacher Employee Paraprofessional Employee			
			District-Wide	Title I, Part A		$8,271.00
			Notes: Hourly Employee			
3	G1.B1.S1.A3	**Provide additional support through the coaching cycle to plan for and implement academic writing through all content areas.**				$0.00
4	G1.B1.S1.A4	**Monitor for effective implementation of academic writing for those teachers receiving additional support.**				$0.00
5	G1.B1.S1.A5	**Monitor and Support for the effectiveness and fidelity of academic writing.**				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		$3,000.00
			Notes: EESAC Funding Tutoring			
					Total:	$392,513.00