

Miami-Dade County Public Schools

Flamingo Elementary School



2016-17 Schoolwide Improvement Plan

Flamingo Elementary School

701 E 33RD ST, Hialeah, FL 33013

<http://flamingo.dadeschools.net/>

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	97%

School Grades History

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

**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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	14
Ambitious Instruction and Learning	15
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	28

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 Flamingo 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.

We uphold high standards and expectations to challenge each student to reach his or her potential.

b. Provide the school's vision statement.

We are committed to providing our students with a meaningful education for a promising future.

2. School Environment

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

Flamingo Elementary School learns about students' culture and builds relationships by working closely with students and their parents in collaboration with the Community Involvement Specialist (CIS). Flamingo hosts workshops targeting areas of need identified on parent needs assessment surveys completed annually. Moreover, the following are conducted: family conferences/student-led conferences, home visits, advertising and recruiting for PTA/ESSAC Membership, parent meetings, and school-wide events. Other means of maintaining and creating parental involvement include relaying messages regarding activities, special events, and outside resources via Connect-ED messages and the school's webpage. Our school webpage informs parents about upcoming events as well as showcasing the events that have taken place. Further, through Citrus Health Network, Flamingo Elementary implements the Healthy Me program which addresses students' interpersonal skills and hygiene. Skills learned are applied in the home environment. The District Portal allows teachers, parents, and students an easy forum to access grades, textbooks, district programs, and computer based programs to utilize in the home. Parents are also encouraged to become school volunteers. As volunteers they work in classrooms to assist teachers by becoming actively involved in the school's vision and mission. At the end of the year, volunteers are recognized at a luncheon.

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

Flamingo Elementary embraces safety as a vital component for successful teaching and learning. The school has two security monitors who assist with maintaining a safe learning environment. Additionally, Flamingo Elementary School's Physical Education Teacher serves as a patrol supervisor. School Safety Patrols are school-sponsored student volunteers. Patrol members are appointed by teachers and participate with parental approval and commitment. Also, the school holds periodic safety drills throughout the school year (lock down, fire drills, and tornado drills).

In addition to providing students a safe learning atmosphere, respect, responsibility and restraint are vital to achieve the goals embedded into Flamingo Elementary School's Vision and Mission Statements. Our Guidance Counselor, teachers, and Leadership Team work with students to set personal goals both academic and behavioral, track their progress, and then celebrate successes. The school guidance counselor conducts individual class presentations on the Code of Student Conduct at the beginning of the school year. She makes school wide announcements and along with administration, facilitates delivery of Values Matter curriculum activities throughout the school year.

The school guidance counselor and administrators communicate the school-wide incentive programs for students who exhibit proper behavior and positive attitude. Some activities that enrich and

highlight these goals include nominations by teachers for the Do the Right Thing Award. Do the Right Thing of Miami, Inc. recognizes and rewards Miami youth for their exemplary behavior, accomplishments and good deeds through a unique partnership with the City of Miami Police Department, the Miami-Dade Schools Police Department, and other participating law enforcement agencies in Miami-Dade. Students are also nominated and recognized for exemplifying the value of the month.

Through Closed Circuit T.V. (CCTV) students are given the opportunity to conduct a morning news program where students serve as anchors broadcasting to their peers about topics such as lunch menus and current events. The principal and assistant principal are visible during arrival and dismissal of students, making themselves accessible.

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.

Providing a safe learning environment for all students is accomplished when everyone is consistent and adheres with the procedures and policies delineated in the Code of Student Conduct and school's incremental disciplinary plan. When teachers deal with minor infractions, they give the student a written warning and then communicate with the parent. If the problem is major or repeating then the child will be sent down with a referral to the see the assistant principal or principal. Administration contacts parents and speaks to the student about his/her actions and follows the discipline consequence outlined in the Code of Student Conduct. Based on the infraction, students may be referred to the school guidance counselor for individual counseling, peer mediation, and/or conflict resolution. Further, when behaviors are not remedied with the above actions and deemed more serious in nature, students are referred to the School Support Team (SST) The SST's problem-solving process leads to the development of specific and skill-based interventions driven by student data. The student's response to the intervention(s) is systematically monitored in order to make decisions about the appropriateness of the intervention plans. Lastly, at a much broader level, intervention teams help solidify the collaborative efforts among teachers as well as between the home and school.

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.

Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress, anger management and bullying prevention. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to ensure all students' socio-emotional needs are being met. Student Support Team Meetings are held as needed to identify and address the academic and behavioral needs of students and determine the appropriate level of intervention.

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.

Flamingo Elementary School's early warning systems include:
Attendance is paramount to ensure student academic performance and progress and as such it is

emphasized through our school-wide attendance incentive program. Students are rewarded individually on CCTV through the "Glad You're Here" initiative, and the winning classes are recognized and rewarded each month with a trophy and a reward activity. In addition, students who exhibit a pattern of absenteeism, are identified and targeted through specific interventions depending on the number of absences, excused and unexcused, as delineated in the school's iAttend Attendance Action Plan.

Indoor suspensions are used as a last resort for severe disruptive behaviors, particularly those that affect the safety of others and/or prevent the teacher from delivering instruction. According to the School-Based Alternative to Suspension Plan, positive student behavior is recognized and rewarded by the "Do The Right Thing" Program sponsored by the City of Miami Police Department, the Citizen of the Month per class for exemplifying the character value of the month, and the quarterly Citizenship awards presented at the Awards Ceremonies. In an effort to reduce Code of Student Conduct offences, school counselor conducts classroom lessons on character values, bullying prevention, and safety. In addition, she provides individual counseling related to infractions and peer mediation as deemed necessary. When required, students and their families are referred to community agencies for additional assistance.

The leadership team identifies students with failing grades in English Language Arts and/or Mathematics courses at the end of every grading period to ensure these students are afforded the appropriate instructional setting and/or interventions. These students are provided differentiated instruction in the core subject areas. Some meet additional criteria and receive Tier 2 and/or 3 interventions during the school day and/or extended day assistance through the after school and/or Saturday school program. In addition, teachers are required to hold parent conferences in order to work with the home to remedy the identified deficiencies.

Students who achieved a Level 1 score on the statewide standardized assessment in English Language Arts or Mathematics and students who are not proficient in reading by Grade 3 are targeted for the various tiers of support during the school day, as well, as in one or more of our extended day programs. Likewise, retained students receive the prescribed tiers of support through the Response to Intervention (RtI) process and individual counseling.

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:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	6	10	12	7	7	3	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	2	13	6	16	15	21	0	0	0	0	0	0	0	73
Level 1 on statewide assessment	2	15	24	0	17	45	0	0	0	0	0	0	0	103
Students who are not proficient in reading by Grade 3	0	0	0	68	0	0	0	0	0	0	0	0	0	68
Students who are retained	3	9	4	10	0	0	0	0	0	0	0	0	0	26

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	2	11	14	6	21	31	0	0	0	0	0	0	0	85

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

Flamingo Elementary School offers the following intervention strategies to improve the academic performance of students identified by the early warning system: Attendance Committee Meetings, school-wide attendance incentive program, intensive interventions daily for 30 minutes to one hour during the school day, as well as, after school tutorial program and Saturday School program, and referral to onsite or outside community agencies as warranted.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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. Â§ 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/315341>.

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.

Flamingo Elementary School is a neighborhood school with long established ties to the community. Many of our students' parents are Flamingo alumni. The school has partnerships with community businesses via The Dade Partners Program. This program aims to formalize relationships between the school and businesses/organizations to bring resources together to support educational success in our school. Many business partners donate to families in need. During the holiday season, booster clubs from the local high schools as well as a private business donate toys to students who are identified as needy. Local businesses and organizations also donate gift cards for the school to distribute.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Sotolongo, Ileana	Principal
Rodriguez, Susan	Teacher, K-12
Diaz, Elli	School Counselor
Perez, Linda	Teacher, K-12
Rodriguez, Marleen	Teacher, K-12
Sanchez, Elmo	Teacher, K-12
Fuste, Monica	Teacher, K-12
Glover, Frank	Teacher, K-12
Dominguez, Ela	Teacher, K-12
Guerra, Hector	Assistant Principal
Gonzalez, Jennifer	Teacher, ESE

b. Duties

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

The Leadership Team works with the School Advisory Council (SAC) in the development, implementation, and evaluation of the School Improvement Plan goals and strategies. Through data gathering and analysis, the team monitors and adjusts the school's academic and behavior goals as well as the quality and fidelity of the instructional and intervention programs. It further ensures that students receive appropriate levels of support.

The team is comprised of the following personnel with specific functions and responsibilities:

*The principal, Ileana R. Sotolongo, will ensure commitment to the implementation and documentation of the SIP and the various tiers of interventions, the allocation of resources, and communication with parents.

*The assistant principal, Hector Guerra, will facilitate data collection and analysis, provide professional development to teachers, and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans and SIP strategies.

*The ESOL Resource Teacher, Marleen Rodriguez, will provide professional development to teachers, and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans and SIP strategies.

*The PD Liaison, Elmo Sanchez, will facilitate onsite professional development sessions based on needs assessment results and leadership team recommendations.

*Grade Level Chairpersons will participate in student data collection, monitor and/or deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

*The School Guidance Counselor, Elli Diaz, will facilitate development of intervention plans and collaborate with school psychologist to provide support for intervention fidelity and documentation, and facilitate data-based decision making.

As warranted, other collaborative team members will include Special Education (SPED) Teacher and the Citrus Health Network Social Worker.

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/Rtl Leadership Team is an extension of the school based Leadership Team, which communicates targets, objectives, and strategies to all stakeholders. The team meets monthly to review formative data, identify barriers, and prioritize strategies to allocate personnel and resources. During grade level meetings data is disaggregated by teacher/class and individual students in order to develop action plans to target the specific deficiencies. The team also monitors the implementation of the action plans and evaluates the effectiveness of the interventions and strategies.

Title I, Part A

The Title I schoolwide program includes an extensive parental component, which empowers parents to become active participants in their children's education and to partner with the school to ultimately improve the teaching and learning. It also provides special support services to special needs populations such as the homeless, migrant, neglected and delinquent students.

Flamingo Elementary School actively involves parents in planning, reviewing, and improving the Title I Program, the Title I School-Parent Compact, and our school's Title I Parental Involvement Plan. We invite parents to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We provide a Title I Annual Orientation Meeting to inform parents of their right to be involved and other documents/activities necessary in order to comply with dissemination and reporting requirements. At the beginning of each school year we conduct an initial Title I Parent Survey and other surveys to determine specific needs of our parents. Based on the results, workshops are scheduled accordingly through the Parent Academy with flexible times to accommodate our parents.

The school administrators assist with whole school screening programs that provide early interventions for "at risk" students; 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.

The Title I funded Community Involvement Specialist (CIS) serves as a bridge between the home and school by conducting home visits, making telephone calls, and organizing school site and community parenting activities. The CIS schedules meetings, workshops, 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. In addition, she completes the Title I Administration Parental Involvement Compliance (PIC) Report and submits it to the Title I Administration monthly documentation of compliance with NCLB Section 1118. Additionally, the CIS facilitates the completion of the M-DCPS Title I Parent/Family Survey, which is offered online to schools by the Title I Administration annually in May. The Survey's results are used to assist with revising the District's Title I parental program for the approaching school year.

Title III

Flamingo Elementary School will use Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by implementing and/or providing:

- tutorial programs after school
- parent outreach activities
- hardware and software for the development of language and literacy skills in reading, mathematics and science to be used by ELL and immigrant students

Title X- Homeless

Flamingo Elementary School's students who are identified and classified as "in transition" may be eligible to receive services from the Project UP-START, a Homeless Education Program for Children and Youth in Transition. Students are initially identified by their responses to the Project UP-START

Student Residency Questionnaire (FM-7378). The school counselor, our designated school homeless liaison, works closely with Project Upstart and refers students throughout the school year as needed. She has been trained on the updated federal McKinney-Vento Act ensuring appropriate services are provided to the students and that they are not stigmatized or separated, segregated, or isolated on their status. Our school registrar has been trained on the procedures for enrolling students in transition and unaccompanied youth.

During the month of November, the school counselor implements a school-wide homeless sensitivity awareness campaign and facilitates training to students and staff members. Throughout the school year, the school collects gently used uniforms and donations of school supplies that are later made available to students identified as "in transition". In the month of February and in conjunction with the National Children's Dental Health Month, the school counselor will coordinate a school-wide Hygiene Products Drive to benefit Project UP-START's shop.

Violence Prevention Programs

The school counselor facilitates the Safe and Drug Free Schools Program implementation at the school. She addresses violence and drug prevention and intervention services through curriculum taught by her or by the classroom teachers, and through presentations by local law enforcement officers. The Anti Bullying Campaign is implemented school wide through Closed Circuit Television (CCTV) to raise awareness of the dynamics of bullying situations and offer peaceful alternatives to resolve conflicts. Blue Ribbon Month (Child Abuse and Prevention and Awareness Month) is implemented in all third grade classrooms by the school counselor and classroom teachers. The curriculum aims to prevent child abuse and exploitation through stories, personal drawings, and question and answer sessions.

Nutrition Programs

Flamingo Elementary School participates in the Healthy Schools Program and has a Wellness Council which meets quarterly to oversee the school's compliance with the District Wellness Policy. They also ensure the School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines. They make recommendations and sponsor activities to promote both student and staff nutrition and wellness. Furthermore, Nutrition education, as per state statute, is taught to students through the physical education classes.

Career and Technical Education

Flamingo Elementary School celebrates Career Day and Truck Day by providing students with opportunities to learn about a variety of professions and the importance of education through guest speakers and demonstration activities. Furthermore, classroom teachers make school-to-career connections year round.

Health Connect in our Schools (HCiOS) Program

Flamingo Elementary School participates in the Health Connect in Our Schools (HCiOS) program, which:

- offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on site
- reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services
- delivers coordinated social work and mental/behavioral health interventions in a timely manner
- enhances the health education activities provided by the schools and by the health department. It assures all students receive health education
- offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ileana Sotolongo	Principal
Susan Rodriguez	Teacher
Linda Perez	Teacher
Elmo Sanchez	Teacher
Jennifer Jarman	Teacher
Lidia Pino	Parent
Kayla Perez	Student
Oleda Towne	Education Support Employee
Zoe Prieto	Business/Community
Antonio Estrada	Business/Community
Krystal Perez	Parent
Annelys Marin	Parent
Nurvi Cruz	Parent
Madeline Casanova	Teacher
Antonio Cabrera	Parent

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 SAC met at the culmination of last school year and the beginning of the current 2016-2017 school year to analyze formative and summative data and evaluate the effectiveness of the implemented strategies. The SAC maintained strategies which were determined by consensus to have resulted in improved student achievement, modified some, and developed new ones to address the specific needs of the particular group/s of students.

b. Development of this school improvement plan

The SAC met at the beginning of the 2016-2017 school year and after identifying the barriers that affect our academic success, identified one strategy that would positively affect achievement in all core areas. An action plan has been developed with specific activities, timelines, evidences, and persons responsible for accountability. In addition, summative data and early warning signs data were reviewed to develop the subsequent goals to address those areas.

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

The SAC makes recommendations on technology, budget, instructional resources and other student support services to support the School Improvement Plan (SIP) objectives. At a future meeting, the SAC will review the amount of allocated funds and decide which projects to support/fund.

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

The SAC reviewed various recommendations for the utilization of the school improvement funds, which included: Technology and Site Licenses for Web-based programs to support our literacy

efforts, Saturday School Program, among others. The SAC decided to utilize the \$3,241.00 allocated last school year in the following manner: \$1,555.80 for copy paper and the remaining \$1,685.20 for black ink.

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
Sotolongo, Ileana	Principal
Gonzalez, Jennifer	Teacher, ESE
Rodriguez, Susan	Teacher, K-12
Diaz, Elli	School Counselor
Perez, Linda	Teacher, K-12
Sanchez, Elmo	Teacher, K-12
Rodriguez, Marleen	Teacher, K-12
Fuste, Monica	Teacher, K-12
Glover, Frank	Teacher, K-12
Dominguez, Ela	Teacher, K-12
Guerra, Hector	Assistant Principal

b. Duties

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

The major initiatives of the LLT this year will be to continue to incorporate reading/literacy across the curriculum, where content area and special area teachers implement reading/writing strategies as part of their content program. It will monitor the adherence to the district pacing guides and assist with data management from formative and technology programs. Furthermore, it will facilitate the effectiveness and fidelity of implementation of the Florida Standards and the McGraw-Hill Reading Wonders Program in Grades K-5.

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.

Flamingo Elementary School is committed to educational excellence and collaboration. To support those efforts, teachers are scheduled common planning time from once a week to daily. Teachers are expected to utilize available resources particular to their teaching assignments to plan, collaborate and share best practices. In addition, teachers who serve as subject area liaisons, present and share

information, research based strategies, and best practices with their peers during faculty meetings. Professional Learning Communities utilizing Best Practices protocols were implemented last school year with participation from all Grade 1 and Grade 3 teachers.

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

Flamingo Elementary School will recruit from the local universities and partner new teachers with qualified mentor teachers. To retain our current teachers, the administration will foster a culture of collegiality and collaboration, where teachers' accomplishments are celebrated, and a forum is established during faculty meetings for sharing best practices. Additionally, the administration and the Professional Development Liaison will provide onsite opportunities for professional development based on needs assessment.

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

New teachers, and teachers requesting assistance, will be paired with an experienced, expert teacher who is a trained MINT mentor. Mentor and mentee will be involved in monthly observation and collaboration meetings, as well as, classroom demonstrations of new strategies and differentiated instruction.

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 professional development designed and provided by both our district and school staff will help to ensure our core instructional programs and materials are aligned to Florida's standards. In addition, we are utilizing the CPALMS website to access instructional resources that are being used to support instruction for enrichment and intervention; all of which support the Florida Standards.

Our administrative team conducts walkthroughs to monitor instruction and learning. Through the visibility of our administrative team, we can assist teachers who are experiencing any difficulties aligning curriculum to the standards. I-Ready Diagnostics and Topic assessments will also be used as measuring tools to gauge student progress of standards mastery. Teachers follow the district created Pacing Guides, include the standards on lesson plans and post them on the board during lessons. District mandated instructional programs are implemented with fidelity along with providing resources and staff development based on the needs of the school. The Leadership team monitors the fidelity of the school's instructional program and SIP through collection of data. District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with school staff to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Teachers participate in grade level collaborative planning sessions to facilitate the proper implementation of strategies to address targeted areas. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored to evaluate effectiveness, problem-solve, and make instructional decisions. Consequently, data chats amongst grade levels and individual students are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

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.

Teachers engage students with instructional strategies that ensure achievement of learning expectations using the Gradual Release or "I do, We do, You do" model. Teachers also infuse an assortment of resources such as Discovery Education, Gizmos, and Promethean Board Flip Charts within their lessons to increase student engagement. Core instruction is on grade level and teachers differentiate lessons based on needs determined by data. Based on data, teachers reteach, remediate, and/or enrich. The leadership team assists teachers with the intervention/ enrichment process. The administration and leadership team meets with grade-level teams to analyze progress monitoring data from i-Ready, Topic Assessments, and Mid-Year Science Assessment to discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made regarding which resources would benefit the needs of students achieving at various levels. Teachers use several research based interventions. Additionally, students have access to differentiate instruction via online computer programs such as iReady, Imagine Learning, Waterford and Accelerated Reader Program, some of which can be accessed at home. Teachers and students are made aware of present levels of performance via grade level data discussions and individual student data chats. Based on data, and observations, the leadership team plans professional development and implementation so teachers can effectively implement lessons that are aligned to state standards and meet the needs of all 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: Weekend Program

Minutes added to school year: 1,620

Instruct/Remediate targeted students in the core areas of reading, mathematics and science for three hours for up to nine consecutive Saturdays utilizing the District designed Extended Learning Modules.

Strategy Rationale

Students benefit from additional targeted lessons in the core areas and test preparation strategies delivered by highly qualified teachers.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sotolongo, Ileana, pr1921@dadeschools.net

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

Formative assessment data, such as I-Ready Diagnostics and Topic Assessments, is collected and analyzed to determine effectiveness of the Saturday School Program.

Strategy: Extended School Day

Minutes added to school year: 3,600

Remediate targeted students in the core areas of reading and/or mathematics for one hour three times per week for a period of approximately 20 weeks. The curriculum varies from grade to grade and is specifically designed/selected to address students' specific needs.

Strategy Rationale

Students benefit from additional assistance and support in the core areas of reading and/or mathematics.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Formative assessment data, such as a pretest/posttest, I-Ready Diagnostics, and Topic Assessments, is collected and analyzed to determine effectiveness of Before and/or After School Program.

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. Â§ 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.

Title I Administration assists the 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 in providing preschool children with a variety of meaningful learning experiences, in an environment that provides opportunities to create knowledge through initiatives shared with supportive adults.

Flamingo Elementary School services 19 regular education students and one Special Education student from the surrounding community. We offer all incoming Kindergarten students and their parents an orientation in August prior to the Opening of Schools. This eases the transition from home or other pre-school programs into our school.

Students in the VPK program are assessed using the Florida Voluntary Prekindergarten (VPK) Assessment three times throughout the year. Through the Florida VPK Assessment Online Reporting System, we are able to track students' progress in attaining the skills in the Standards of Four-Year-Olds. The VPK teacher utilizes this information to plan lessons that meet the individual needs of the participating students.

There are at least four recognized preschool programs in our surrounding community: Edison, KidzCity, Thumbelina, and La Escala. The Flamingo Administration will invite the Center Directors from those sites and parents of students ready for Kindergarten to various information/recruitment

meetings and schedule visits to our school to familiarize them with our early childhood program. Through this joint venture, parents and children in the community will in turn gain familiarity with kindergarten as well as receive information relative to the matriculation of students at our school.

Upon entering our Kindergarten program students are assessed using the Florida Kindergarten Readiness Screener-Work sampling System (FLKRS-WSS) based upon the performance standards adopted by the FLDOE Voluntary Prekindergarten Education Program. FLKRS-WSS assessment outcomes are utilized by the State to rate the effectiveness of the VPK program provider attended prior to entering Kindergarten.

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.

N/A

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

N/A

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

N/A

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.

N/A

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" 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 in 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 in all content areas. 1a

G088196

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Math - All Students	75.0
AMO Math - Hispanic	75.0
AMO Math - ELL	69.0
AMO Math - ED	74.0

Targeted Barriers to Achieving the Goal 3

- Limited use of differentiated instruction, strategies, and skills as it specifically relates to Language Arts Reading, Mathematics, and Science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Tier 1, 2, and 3 Interventions
- Waterford, iReady, Imagine Learning, Starfall, Accelerated Reader Program (AR), MyON Reader
- Before/After School and Saturday School programs
- Leveled Readers
- Promethean Planet Resources, Promethean Board, and Student Computer Stations in every classroom
- McGraw-Hill Reading Wonders Program, WonderWorks Intervention Program
- Graphic Organizers
- Visual Aids, Vocabulary Cards, Mathematics Manipulatives (concrete and virtual),
- ThinkCentral Mega Math and Intervention Tutorials, Destination Math, Discovery Education, Gizmos, Reflex Math, TenMarks
- Gateway to Data (G2D) Management System
- Educational Field Trips

Plan to Monitor Progress Toward G1. 8

Review formative assessment results to monitor progress and adjust instruction as needed.

Person Responsible

Ileana Sotolongo

Schedule

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

Evidence of Completion

Formative: iReady Diagnostic Tests, Ongoing Progress Monitoring Reports Summative: 2017 FSA for ELA and Mathematics and FCAT 2.0 Science Assessment

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

 = Problem Solving Step  S123456 = Quick Key

G1. We will increase student achievement by improving core instruction in all content areas. 1

G088196

G1.B1 Limited use of differentiated instruction, strategies, and skills as it specifically relates to Language Arts Reading, Mathematics, and Science. 2

B234526

G1.B1.S1 Data Guided Instruction 4

S247256

Strategy Rationale

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Action Step 1 5

Introduce goal of improving Differentiated Instruction (DI) across all content areas.

Person Responsible

Ileana Sotolongo

Schedule

On 8/22/2016

Evidence of Completion

Sign-in sheets, Agenda, Powerpoint, and Handouts

Action Step 2 5

Conduct professional development (PD) on the implementation of DI and collaborative planning best practices.

Person Responsible

Elmo Sanchez

Schedule

Monthly, from 8/30/2016 to 11/8/2016

Evidence of Completion

Sign-in sheets, Agenda, Powerpoint, and Handouts

Action Step 3 5

Conduct classroom walkthroughs to monitor effective implementation of DI.

Person Responsible

Ileana Sotolongo

Schedule

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

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes

Action Step 4 5

Provide additional support to ensure effective implementation of DI by means of peer classroom visitations, and collaborative sessions.

Person Responsible

Ileana Sotolongo

Schedule

Weekly, from 10/4/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes

Action Step 5 5

Engage in consistent monitoring, feedback and support by means of classroom walkthroughs, and collaborative sessions to ensure maintenance of DI strategies and skills.

Person Responsible

Ileana Sotolongo

Schedule

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

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes

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

Review students' work samples, DI folders, and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

Person Responsible

Ileana Sotolongo

Schedule

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

Evidence of Completion

Student Work Samples, DI Folders, and Teacher Lesson Plans

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

Review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

Person Responsible

Ileana Sotolongo

Schedule

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

Evidence of Completion

Unit Tests, On Going Progress Monitoring Reports

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.B1.S1.A1 A321865	Introduce goal of improving Differentiated Instruction (DI) across all content areas.	Sotolongo, Ileana	8/18/2016	Sign-in sheets, Agenda, Powerpoint, and Handouts	8/22/2016 one-time
G1.B1.S1.A2 A321866	Conduct professional development (PD) on the implementation of DI and collaborative planning best...	Sanchez, Elmo	8/30/2016	Sign-in sheets, Agenda, Powerpoint, and Handouts	11/8/2016 monthly
G1.MA1 M334986	Review formative assessment results to monitor progress and adjust instruction as needed.	Sotolongo, Ileana	8/22/2016	Formative: iReady Diagnostic Tests, Ongoing Progress Monitoring Reports Summative: 2017 FSA for ELA and Mathematics and FCAT 2.0 Science Assessment	6/8/2017 quarterly
G1.B1.S1.MA1 M334984	Review formative assessment results during Data Chats to monitor progress and adjust instruction as...	Sotolongo, Ileana	8/22/2016	Unit Tests, On Going Progress Monitoring Reports	6/8/2017 quarterly
G1.B1.S1.MA1 M334985	Review students' work samples, DI folders, and teachers' lesson plans during walkthroughs to...	Sotolongo, Ileana	8/22/2016	Student Work Samples, DI Folders, and Teacher Lesson Plans	6/8/2017 weekly
G1.B1.S1.A3 A321867	Conduct classroom walkthroughs to monitor effective implementation of DI.	Sotolongo, Ileana	8/22/2016	Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes	6/8/2017 daily
G1.B1.S1.A4 A321868	Provide additional support to ensure effective implementation of DI by means of peer classroom...	Sotolongo, Ileana	10/4/2016	Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes	6/8/2017 weekly
G1.B1.S1.A5 A321869	Engage in consistent monitoring, feedback and support by means of classroom walkthroughs, and...	Sotolongo, Ileana	8/22/2016	Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes	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 in all content areas.

G1.B1 Limited use of differentiated instruction, strategies, and skills as it specifically relates to Language Arts Reading, Mathematics, and Science.

G1.B1.S1 Data Guided Instruction

PD Opportunity 1

Introduce goal of improving Differentiated Instruction (DI) across all content areas.

Facilitator

Hector Guerra, Elmo Sanchez, Marleen Rodriguez, Jennifer Gonzalez

Participants

All Instructional Staff

Schedule

On 8/22/2016

PD Opportunity 2

Conduct professional development (PD) on the implementation of DI and collaborative planning best practices.

Facilitator

Hector Guerra, Marleen Rodriguez, Elmo Sanchez

Participants

All Instructional Staff

Schedule

Monthly, from 8/30/2016 to 11/8/2016

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	Introduce goal of improving Differentiated Instruction (DI) across all content areas.	\$0.00
2	G1.B1.S1.A2	Conduct professional development (PD) on the implementation of DI and collaborative planning best practices.	\$0.00
3	G1.B1.S1.A3	Conduct classroom walkthroughs to monitor effective implementation of DI.	\$0.00
4	G1.B1.S1.A4	Provide additional support to ensure effective implementation of DI by means of peer classroom visitations, and collaborative sessions.	\$0.00
5	G1.B1.S1.A5	Engage in consistent monitoring, feedback and support by means of classroom walkthroughs, and collaborative sessions to ensure maintenance of DI strategies and skills.	\$0.00
Total:			\$0.00