

Miami-Dade County Public Schools

# Flagami Elementary School



2017-18 Schoolwide Improvement Plan

## Flagami Elementary School

920 SW 76TH AVE, Miami, FL 33144

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	89%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Flagami Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

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

#### 2. School Environment

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

Healthy and successful schools have a culture that supports the conditions for learning. Flagami Elementary School maintains a goal to implement a school-wide commitment to teacher/student connections and nurtures a sense of belonging. Fostering a connection begins with a deliberate commitment to the belief that all students can meet high academic standards, and that our school has the ability and the responsibility to help every child reach their full potential. With our diverse student population, it is important to promote a sense of belonging in the students.

Our school community embodies an ethic of caring: not just a program, strategy or goal, but a way of relating to students, their families, and one another that conveys compassion, understanding, respect, and interest. In our school, English Learners (ELLs) are the fastest growing population. Our staff is able to communicate effectively and cross-culturally in such diverse contexts and that greatly affects and impacts students and the building of relationships between teachers, parents and students. Students must feel that they belong and are accepted. Politeness, friendliness, kindness, fairness, respect and empathy are important factors in establishing a sound teacher-student relationship. Our teachers listen to the students with empathy, putting themselves in their students' places and learning to read between cultural lines. Through this approach, their cultural knowledge and cross-cultural communication skills develop and they are able to understand and respect the diversity of our student population. In turn, this will assist them in guiding students effectively toward academic success and fulfillment.

The school also participates and showcases pride in the cultures of the students during multicultural celebrations that take place throughout the year such as the Pre-K Hispanic Heritage Luncheon, Hispanic Heritage Month Bulletin Board Contest, Bilingual Journalism, and Black History Month celebration. Lessons are incorporated throughout the school year for the aforementioned and also for Women in History, ESE Week, etc.

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

Flagami Elementary creates a safe, fair, and respectful environment for all our stakeholders, especially our students. Structuring our school environment to create this type of atmosphere is the foundation of an effective educational program for all our students. Students must feel safe both physically and psychologically before, during, and after school.

Morning supervision is provided by designated personnel who are assisted by our school patrols. Many teachers volunteer to open classrooms at 7:30 a.m. to provide students with a safe haven to have an early start to their academic day. Cafeteria behavior is monitored by our administration, school guidance counselor, and other staff members to ensure a safe environment during breakfast and lunch time.

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

The school counselor works closely with teachers and students to implement both the Values Matter Miami and the Bullying Prevention Program. Lessons are provided by both the counselor, district and the school social worker to educate our students in recognizing the importance of building values and preventing bullying behaviors. The counselor maintains a secure "Bully Box" where students can privately voice their worries and concerns and the counselor then provides follow-up services. The Values Matter Miami Corner which is broadcast through CCTV promotes the 9 core values on a daily basis during morning announcements by our WFES Flagami Fox News Team and Our Values Matter Miami Corner.

We also strive for our educational setting to be attractive, comfortable, and well-kept; the students will feel that the classroom, is a place worth being in and they are worth the effort. Each themed classroom environment has been arranged so that it is literacy-based and welcoming to all students.

Our students are provided with clear and consistent expectations for behavior and are rewarded by making the choice to do the right thing. Students who are caught making the right choices are announced every Friday on our morning announcements. Our school-wide consistency may be the essential skill that guides behavior management and provides the students with a feeling of security and safety.

**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.**

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

Teachers communicate behavioral concerns with parents, school counselor and parents. Additional behavior interventions are implemented for students needing more support. Students who do not respond to additional interventions are referred to the Response to Intervention (RtI) process for further assistance.

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



**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.**

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

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

Our school has also initiated the District's Everybody Mentors initiative, a student advocate program. Through this program students will be provided with a staff member as a mentor. Under the this initiative Flagami Elementary initiated the Adopt a Lil Fox Mentoring Program which was implemented two years ago at our school by our Assistant Principal and Guidance Counselor. This mentoring program consists of referrals from the teacher for students who need a mentor (a Mamma or Poppa Fox). The Lil Fox is then paired up with a faculty/staff member that has volunteered to mentor. We perform an adoption ceremony and different activities throughout the year to build a positive mentoring relationship. The mentors are active in their Lil Foxes academics, often help them with homework and tutoring to help them not only succeed socially by most importantly academically. The goals of this program are to: (a) create opportunities for children to develop skills and personal awareness aimed to improve academic success, problem solving, and goal setting, (b) decrease truancy, tardiness, and behavior referrals, and (c) to increase attendance (d) increase student self-esteem and consequently student achievement. The programs impact is evident in our students academic and behavioral improvement.

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

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

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Flagami Elementary develops and employs an Early Warning System (EWS) that identifies at-risk students. It identifies those students with excessive absences, those students missing more than 10% of instructional time, and students who receive two or more behavior referrals or suspensions.



- \* Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- \* One or more suspensions, whether in school or out of school
- \* Course failure in English Language Arts or Mathematics
- \* A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	2	0	4	7	0	4	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	1	1	3	9	7	17	0	0	0	0	0	0	0	38

**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	1	6	4	11	13	0	0	0	0	0	0	0	37

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

Students identified by early warning systems will be targeted as follow:

Attendance: Attendance will be closely monitored by the teachers, the school guidance counselor and the school social worker. Students with 5 unexcused absences in 30 calendar days will be immediately identified and scheduled for an Attendance Committee Meeting where the parents will be informed of the importance of attendance and it's relationship to academic success. Parents and students will be asked to sign a contract stating their commitment to improve student attendance. Students who accrue 15 unexcused absences in 90 calendar days will be identified as habitually truant and reported to the district as such. A Truancy Referral Packet will be completed to seek support for the student and their families with the expectation of improving attendance.

The MTSS/RTI Team will meet to address the needs of students who present behavior issues in an effort to support parents and students and implement Tier 2 and Tier 3 behavioral interventions. The school will also follow the School-based Alternative to Suspension Plan.

Course Failure/Level 1 on statewide assessments: Students who have scored a Level 1 on statewide assessments will be immediately assigned to Tier 2 interventions and their progress will be consistently monitored. Those students who do not demonstrate progress as compared to their peers will be referred to the MTSS/RTI Team for a determination of specific Tier 3 interventions for remediation and evaluation, if needed. Those students who are failing ELA or Math will also be referred to the MTSS/RTI as specified above.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

Please see schools PARENT AND FAMILY ENGAGEMENT PLAN.

The Parent and Teacher Association (PTA) and the S.T.E.A.M. designation committee focus on the inclusion of parents in all school activities. Math and Science showcases will take place four times during the school year. And grade level specific activities are planned throughout the school year. For example: Pre-K Tea with Mom, Bonnets and Bows with our Kindergarten and "FOURTH-giving" for our fourth grade parents to name a few.

**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.**

Flagami Elementary believes in the philosophy that we need to turn our community supporters into leaders and our school's best advocates. By thoughtfully inviting, informing, and involving our community stakeholders, we seek to inspire them by sharing our enthusiasm for our school and most importantly our students. Our school is making local community engagement a priority and has invited local community members to partner with our school as we extended the invitation to work together to focus on our students success.

Local agencies such as Citrus Health offer a coordinated level of school-based health care that integrates education, medical, and/or social and human services at the school site.

The second grade team at the school also coordinates the Kids and the Power of Work (KAPOW) program for the second grade students. Over the past few years local businesses send representatives to work with the students to provide them hands-on experiences that relate to their academic learning in the real world. Book Pals (which is a part of the Screen Actors Guild Foundation) comes in on a bi-weekly basis to read to our students; this is a great model for our students for proper reading intonation and prosody.

We were awarded S.T.E.A.M. School Silver Designation for the 2016-2017 school year. Collaborating with four community partners was a requirement for the distinction. Our school was extremely fortunate to work with the following partners West Miami Middle School, Terra Environmental Center, The Everglades Foundation and Shark Valley. Along with a partnership with Modern Robotics as we conducted introductory robotics lessons with our 5th grade students in efforts to strengthen their S.T.E.A.M. curriculum.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Mason, Maria C.	Principal
Trujillo, Gladys E.	Assistant Principal
Lam, Awilda	Instructional Coach
Reyes, Carmen	Teacher, ESE
Ochoa, Mabel	Teacher, K-12
Faget, Patricia	Teacher, K-12
Lopez, Marlene	Teacher, K-12
Perez, Vanessa	Teacher, K-12
DuBreuil, Margarita	Teacher, K-12
Alvarez, Zeida	Teacher, K-12
Gomez, Adrienne	Teacher, K-12
Zubizarreta, Teresa	School Counselor

**b. Duties**

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

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

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

Marlene Lopez, Vanessa Perez, Adrienne Gomez, Mabel Ochoa, Zeida Alvarez, Margarita DuBreuil, Patricia Faget and Carmen Reyes -Grade Level Chairpersons: Provide information about core instruction, participate in student data collection, 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. Exceptional Student Education (ESE) /English Learners (EL) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching.

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

data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.

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

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

**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.**

#### Title I, Part A

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

#### Title II

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

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at Flagami Elementary School focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Student Group implementation and protocols.

#### Title III

Flagami Elementary will utilize Title III funding to provide tutorial services for English Learners students levels one through four. Tutorials are conducted in the morning hours and include Math, Reading and Science Lab.

#### Title X- Homeless

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

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

#### Violence Prevention Programs

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

#### Nutrition Programs

- 1) Flagami Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) Flagami Elementary School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy

#### Parental Involvement

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

## 2. School Advisory Council (SAC)

**a. Membership**

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

Name	Stakeholder Group
Awilda Oyola Lam	Teacher
Joy Dailey Reiter	Teacher
Marta Varela	Teacher
Vanessa Perez	Teacher
Carmen Reyes	Teacher
Mabel Ochoa	Teacher
Yinette Santos	Teacher
Raiza Martinez	Parent
Dilayda Aloma-Fernandez	Education Support Employee
Emma Noriega	Education Support Employee
Grisel Eligio de la Puente	Parent
Kenia Hernandez	Parent
Mauricio Lam	Business/Community
Yinette Santos	Teacher
Maria C. Mason	Principal
Stephanie Smith	Parent
Gisela Dandres	Parent
Andrea Moller	Student
Gigi Trujillo	Business/Community
Mauricio Lam	Business/Community
Sabrina Garcia	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**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

**a. Evaluation of last year's school improvement plan**

During the 2016-2017 our SIP was designed to provide teachers more meaningful professional development to improve their practice and support to become better educators, this has lead to stronger instructional practice for all our students at Flagami. Data from the 2017 summative assessments shows that our students made significant gains in Mathematics. Also, results for Reading and Mathematics results from the Spring FSA administration show an increase in both Reading and Mathematics, with the exception of a decrease in our 5th grade reading and writing. The 3rd Diagnostic for i-Ready Math and Reading also demonstrated significant increases for students in both areas. Along with the full implementation of the Reading Wonders and Wonderworks Intervention, we took time to examine and analyze the data and refined our expectations and skills to support differentiated instruction, the gradual release model and we shifted our attention to fully implementing the Florida Standards. We strive to drive improvements in our core curriculum and content areas. We continued our focus on Reading and Tier 2 and Tier 3 interventions to increase achievement for our students in the lowest 25% percentile, even extended it to our 35% percentile. This focus has proven to be a strength as our students continue to demonstrate learning gains. We



continued to implement a school-wide intervention block that provides the opportunity for consistency and fidelity to 30 minutes of additional literacy focus. Our slight decrease in Reading was attributed to a focus shift to Mathematics and Science as we were fully committed to the S.T.E.A.M. implementation and designation process. We have refocused our efforts to ensure that full fidelity is placed across the curriculum. Weekly grade level meetings, use of the reading digital component during Wonderworks, i-Ready Growth Monitoring for the lowest 35% percentile and professional development with a focus on Text-based Writing will assure our student's academic success for the 2017-2018 school year.

*b. Development of this school improvement plan*

Flagami's School Advisory Council members analyzed the process used to develop the school improvement plan. Our school's EESAC is involved in the development; management and monitoring of our school improvement plan goals and is active in holding all stakeholders accountable. Quarterly meetings to review data from our: a. i-Ready Math and Reading growth monitoring reports b: Math topic assessments c: Science quarterly assessments for K-4th grade and d: Science topic assessments for 5th grade. These data chats are designed to provide our teachers with meaningful feedback and support. Tentative School Improvement Plan is presented, reviewed and approved at EESAC meeting by all stakeholders.

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

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

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

The EESAC allocation of funds for the 2016-2017 school year are being combined with this year's funds as we hope to participate in "The Art in the Sky Program" as part of our S.T.E.A.M. Gold Designation goal.

**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.*

NOT APPLICABLE

**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
Mason, Maria C.	Principal
Trujillo, Gladys E.	Assistant Principal
Lam, Awilda	Instructional Coach

## b. Duties

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

The purpose of the Literacy Leadership Team is to create a capacity of reading knowledge and proficiency within the school building and focus on areas of literacy concern school-wide. The major initiatives for the LLT this year will be to ensure that the curriculum and instructional strategies are implemented school-wide to enhance student achievement. Some of those activities are: Literacy Day Celebration, AR School-wide Competition, Screen Actor's Guild Book Pals and two Scholastic Book Fairs.

The main areas of focus is to provide embedded collaborative planning and professional development aimed at increasing rigor as required by the Florida State Standards (FSS).

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

At Flagami Elementary, the principal utilizes the district hiring website through Teacher Match to recruit highly qualified teachers for the school. This site includes resumes, references, and certification information and other valuable information to hire the best qualified personnel.

Teachers at the school are provided with a myriad of opportunities for professional development to increase their knowledge and skills to increase student academic achievement. Teachers are also provided with information to keep their certificates current and ensure that they are certified-in-field for the subjects they teach. Teachers are also monitored and provided additional support as needed as a result of both formal and informal observations.

Recognition also plays an important part in retaining our highly qualified teachers. The Hero Mason Jars, whereby fellow staff members, as well as administration recognize teachers for their hard work and dedication. It has been implemented to foster collegian recognition. There is also a concerted effort to elevate the teaching profession by focusing on preparing, developing, and rewarding effective teachers and by implementing Teacher Appreciation activities throughout the school year.

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

Beginning teachers in the school participate in the District Mentoring and Induction for New Teachers (MINT) program. Mentor teachers receive training so that they can work with beginning teachers. Specific activities such as observations in both the mentor and student classes are conducted. The mentor teacher logs in hours of mentor service. The beginning teachers are also provided with additional district training to provide them with support.

Novice teachers are paired with a mentor according to subject/grade level. Preference is given to those teachers who demonstrate commitment to our mission/vision/values and have experience in clinical supervision.

Mentoring time is provided through creative scheduling, allocating 1 hour per day of common planning time. Additionally, Title I substitute dollars have been allocated to provide time for observation/feedback sessions for mentors/mentees.

## 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.**

Flagami Elementary provides our teachers with resources and professional development they will need to ensure that the new reading basal series and new standards are implemented correctly. All our teachers have been trained on the instructional component of the Reading Wonders Series. Teachers have and will continue to receive professional development on the use of the digital resources component, which is an instrumental part of our reading series. Teachers are scheduled to receive additional training in the District technology program, i-Ready. Teachers will continue to participate in professional development, provided by the District and the instructional coach, that will assist them in unwrapping the district pacing guides and new Florida standards in Reading, Math, Science, Social Studies and Writing. Teachers will continue to develop a greater understanding and familiarity of the selection of planning resources available to them. Use of interactive boards will also continue to enhance student understanding and engagement as we strive to reach all types of learners.

#### 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.**

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

**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:** Before School Program

**Minutes added to school year:** 2,880

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Mason, Maria C., mcmason@dadeschools.net

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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 Flagami Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. A Prekindergarten SPED mainstream program is also on-site at Flagami Elementary and provides opportunity for meaningful transition to kindergarten for SWD and role model students. A kindergarten Open House was held every Spring in conjunction with early registration.

Registration for VPK will begin in April, 2018. Pre-kindergarten Open Registration for the 2017-2018 school year will take place May 2017. Kindergarten registration will begin in January, 2018. Parents are provided with registration packets with information on documentation on what is needed for

registration. Kindergarten Orientation will be held in May 2018. Parents and future students will be provided with an overview of expectations, information on how to enhance preparation for kindergarten. They are also given a tour of Flagami Elementary School. All incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed with the Florida Kindergarten Readiness Screener (FLKRS) Star Literacy which will be used to assess basic academic skill development and academic school readiness of incoming students. FLKRS- Star Literacy is administered to assess the readiness of each child for kindergarten. The CELLA will be used to ascertain English language skills of incoming kindergarten students. Flagami Elementary will expand the "Welcome to Kindergarten" program to build partnerships with local early education programs, including the in-school prekindergarten program. Through this joint venture, parents and children will gain familiarity with kindergarten as well as receive information relative to the matriculation of students at Flagami Elementary School. We will also utilize the services of the Family Learning Advocates to develop a school-based Ready Children, Ready School Partnership. The partnership will identify school-specific strategies from the "Transition Toolkit" (developed by PK/Elementary and community partners) to meet the needs of the local community. The office staff will also be directed to distribute "Smooth Sailing" kindergarten preparation brochures and other documents to interested parents throughout the year.

## **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.**

NOT APPLICABLE

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

NOT APPLICABLE

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

NOT APPLICABLE

**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.**

NO APPLICABLE

## **II. Needs Assessment**

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### **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.**        If we improve core instruction in all content areas, then we will increase student achievement.

## 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. If we improve core instruction in all content areas, then we will increase student achievement. 1a**

G096714

**Targets Supported 1b**

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

**Targeted Barriers to Achieving the Goal 3**

- Need for understanding and analyzing of various data points to implement an instructional framework in all content areas that will provide assistance to all learners, as well as an attainment of necessary skills, and strategy acquisition by targeting specific learner needs.

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

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

**Plan to Monitor Progress Toward G1. 8**

Conduct instructional walk-throughs to consistently monitor the implementation of rigorous instruction and higher order thinking skills during core reading and writing instruction.

**Person Responsible**

Maria C. Mason

**Schedule**

Weekly, from 10/25/2017 to 6/7/2018

**Evidence of Completion**

Results of the 2018 administration of the Florida Standards Reading and Math Assessment.  
 Results of the 2018 administration of the Florida Comprehensive Assessment Test Science 2.0.  
 Results of the i-Ready 3rd Diagnostic Assessment which will be conducted in May 2018.



## Action Plan for Improvement


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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

**G1.** If we improve core instruction in all content areas, then we will increase student achievement. 1

G096714

**G1.B1** Need for understanding and analyzing of various data points to implement an instructional framework in all content areas that will provide assistance to all learners, as well as an attainment of necessary skills, and strategy acquisition by targeting specific learner needs. 2

B260138

**G1.B1.S4** Teachers will integrate skills acquired in reading and writing professional development to ensure delivery of effective instruction for students using a variety of data points in order to achieve student academic success. Teachers will use data to drive instruction to make certain that students skills are being met in all content areas. 4

S275587

### Strategy Rationale

2017 Florida Standards ELA Assessment (FSA) data reflects that students in 5th grade showed a decrease in their mastery performance. During Reading, the use of the S.P.A.D.E. reading strategy will provide students with the opportunity to dissect, analyze and synthesize complex text to ensure comprehension. Increased Higher Order Thinking strategies and text-based writing simulations will increase the rigor and student academic achievement in ELA and Writing instruction.

### Action Step 1 5

Introduce the rigorous instruction through professional development during grade level planning with a focus in English Language Arts.

#### Person Responsible

Maria C. Mason

#### Schedule

Monthly, from 10/18/2017 to 6/7/2018

#### Evidence of Completion

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

### Action Step 2 5

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

**Person Responsible**

Maria C. Mason

**Schedule**

Weekly, from 11/15/2017 to 6/7/2018

**Evidence of Completion**

Instructional walkthroughs, lesson plans, collaborative conversations

### Action Step 3 5

Provide follow-up and support to selected teachers through professional development videos from ELA District Webinars that will reinforce the following areas: rigorous instruction and higher-order thinking. Professional Development will take place during common planning time.

**Person Responsible**

Maria C. Mason

**Schedule**

Weekly, from 10/25/2017 to 11/21/2017

**Evidence of Completion**

Sign in sheet, agenda and handouts.

### Action Step 4 5

Conduct instructional walk-throughs to consistently monitor the implementation of rigorous instruction during the English and language arts instructional block.

**Person Responsible**

Maria C. Mason

**Schedule**

Weekly, from 11/21/2017 to 6/7/2018

**Evidence of Completion**

Instructional walk-throughs, lesson plans, Science log.

**Plan to Monitor Fidelity of Implementation of G1.B1.S4 6**

Conduct instructional walk-throughs to consistently monitor the implementation of rigorous instruction during the English Language Arts instructional block.

**Person Responsible**

Maria C. Mason

**Schedule**

Weekly, from 10/17/2017 to 11/21/2017

***Evidence of Completion***

Instructional walk-throughs, lesson plans, grade level minutes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Provide follow-up and to selected teachers through professional development and conduct instructional walk-throughs to consistently monitor for effectiveness during English Language Arts instruction.

**Person Responsible**

Maria C. Mason

**Schedule**

Weekly, from 10/25/2017 to 6/7/2018

***Evidence of Completion***

Instructional walk-throughs, lesson plans, collaborative conversations, grade level minutes.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S4.MA1 M398562	Conduct instructional walk-throughs to consistently monitor the implementation of rigorous...	Mason, Maria C.	10/17/2017	Instructional walk-throughs, lesson plans, grade level minutes	11/21/2017 weekly
G1.B1.S4.A3 A370174	Provide follow-up and support to selected teachers through professional development videos from ELA...	Mason, Maria C.	10/25/2017	Sign in sheet, agenda and handouts.	11/21/2017 weekly
G1.MA1 M398566	Conduct instructional walk-throughsto consistently monitor the implementation of rigorous...	Mason, Maria C.	10/25/2017	Results of the 2018 administration of the Florida Standards Reading and Math Assessment. Results of the 2018 administration of the Florida Comprehensive Assessment Test Science 2.0. Results of the i-Ready 3rd Diagnostic Assessment which will be conducted in May 2018.	6/7/2018 weekly
G1.B1.S4.MA1 M398561	Provide follow-up and to selected teachers through professional development and conduct...	Mason, Maria C.	10/25/2017	Instructional walk-throughs, lesson plans, collaborative conversations, grade level minutes.	6/7/2018 weekly
G1.B1.S4.A1 A370172	Introduce the rigorous instruction through professional development during grade level planning...	Mason, Maria C.	10/18/2017	Sign in sheet, agenda, handouts and grade level minutes.	6/7/2018 monthly
G1.B1.S4.A2 A370173	Implement the strategies and skills acquired, during the professional development, in their...	Mason, Maria C.	11/15/2017	Instructional walkthroughs, lesson plans, collaborative conversations	6/7/2018 weekly
G1.B1.S4.A4 A370175	Conduct instructional walk-throughs to consistently monitor the implementation of rigorous...	Mason, Maria C.	11/21/2017	Instructional walk-throughs, lesson plans, Science log.	6/7/2018 weekly

## V. Professional Development Opportunities

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

**G1.** If we improve core instruction in all content areas, then we will increase student achievement.

**G1.B1** Need for understanding and analyzing of various data points to implement an instructional framework in all content areas that will provide assistance to all learners, as well as an attainment of necessary skills, and strategy acquisition by targeting specific learner needs.

**G1.B1.S4** Teachers will integrate skills acquired in reading and writing professional development to ensure delivery of effective instruction for students using a variety of data points in order to achieve student academic success. Teachers will use data to drive instruction to make certain that students skills are being met in all content areas.

### PD Opportunity 1

Introduce the rigorous instruction through professional development during grade level planning with a focus in English Language Arts.

#### Facilitator

Maria C. Mason, Principal, Gladys E. Trujillo, Assistant Principal, Awilda O. Lam, Instructional Coach and District ELA and Writing Curriculum Support Staff

#### Participants

Teachers in Kindergarten - 5th Grade

#### Schedule

Monthly, from 10/18/2017 to 6/7/2018

### PD Opportunity 2

Provide follow-up and support to selected teachers through professional development videos from ELA District Webinars that will reinforce the following areas: rigorous instruction and higher-order thinking. Professional Development will take place during common planning time.

#### Facilitator

Maria C. Mason, Principal, Gladys E. Trujillo, Assistant Principal, Awilda O. Lam, Instructional Coach and District

#### Participants

Selected teachers in need of follow-up and support in Grades Kindergarten through 5th.

#### Schedule

Weekly, from 10/25/2017 to 11/21/2017

## VI. Technical Assistance Items

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

**G1.** If we improve core instruction in all content areas, then we will increase student achievement.

**G1.B1** Need for understanding and analyzing of various data points to implement an instructional framework in all content areas that will provide assistance to all learners, as well as an attainment of necessary skills, and strategy acquisition by targeting specific learner needs.

**G1.B1.S4** Teachers will integrate skills acquired in reading and writing professional development to ensure delivery of effective instruction for students using a variety of data points in order to achieve student academic success. Teachers will use data to drive instruction to make certain that students skills are being met in all content areas.

### TA Opportunity 1

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

#### Facilitator

Maria C. Mason, Principal, Gladys E. Trujillo, Assistant Principal, Awilda O. Lam, Instructional Coach and District ELA and Writing Curriculum Support Staff

#### Participants

Teachers in Kindergarten - 5th Grade

#### Schedule

Weekly, from 11/15/2017 to 6/7/2018

## VII. Budget

1	G1.B1.S4.A1	Introduce the rigorous instruction through professional development during grade level planning with a focus in English Language Arts.	\$0.00
2	G1.B1.S4.A2	Implement the strategies and skills acquired, during the professional development, in their instruction.	\$0.00
3	G1.B1.S4.A3	Provide follow-up and support to selected teachers through professional development videos from ELA District Webinars that will reinforce the following areas: rigorous instruction and higher-order thinking. Professional Development will take place during common planning time.	\$0.00
4	G1.B1.S4.A4	Conduct instructional walk-throughs to consistently monitor the implementation of rigorous instruction during the English and language arts instructional block.	\$0.00
<b>Total:</b>			<b>\$0.00</b>