Miami-Dade County Public Schools

Flamingo Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	C*	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 Flamingo Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 so that each student is challenged 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 showcases the events that have taken place. Furthermore, 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 an appreciation 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. The school also 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, 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. 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.

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 to 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 student's parent. If the problem is major or repeated, the student will be sent with a referral to the see the assistant principal or principal. Administration contacts parents and speaks to the student about his/her actions following 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. 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.

Flamingo Elementary School ensures the social-emotional needs of all students are being met by providing counseling services which may include, but are not restricted to, targeted individual counseling and small group counseling. School counselor also delivers 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 address the requirements of ESSA, P.L. No. 114-95, § 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.

Flamingo Elementary School's early warning systems include:
Attendance is paramount to ensure student academic performance and progress, 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 that these students are afforded the appropriate instructional setting and/or interventions. These students are provided with differentiated instruction in the core subject areas. Some students 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 and/or Level 2 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	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	
Course failure in ELA or Math	2	9	8	12	15	32	0	0	0	0	0	0	0	78
Level 1 on statewide assessment	1	6	12	35	40	42	0	0	0	0	0	0	0	136

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	2	7	12	9	43	49	0	0	0	0	0	0	0	122

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, daily intensive interventions for 30 minutes to one hour during the school day, as well as, after school tutorial program, 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 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

Flamingo Elementary School involves parents and families in all aspects of their children's education. Parents are kept informed of all school activities via ConnectEd messages, a monthly Title I Activities Calendar, the school's webpage and marquee, as well as flyer announcements. Parents are able to participate in the decision making process through their participation in the EESAC and the PTA. Additionally, they are invited to participate in monthly workshops addressing various topics selected from the survey administered at the beginning of each school year. Additionally, parents are kept informed of their children's academic and/or behavior progress via progress reports, report cards, phone calls, and parent/teacher conferences, among others.

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 businesses 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

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/RtI 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
Flamingo Elementary School offers a Title I schoolwide program which 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.

Our 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 Parent and Family Engagement Plan (PFEP). We invite parents to our school's Title I Parent Resource Center to inform parents regarding available programs, their rights under Every Student Succeeds Act (ESSA) 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 and Family Engagement Survey and other surveys to determine specific needs of our parents. Based on the results, future parent and family engagement activities, meetings and workshops are scheduled accordingly with flexible times to accommodate our parents and families.

The Title I funded Community Involvement Specialist (CIS) serves as a bridge between the home and school by conducting home visits as needed, making telephone calls and electronic connections, and organizing school site and community parent and family engagement activities. The CIS assists parents with the registration of the Parent Portal Account. She schedules meetings, workshops and activities, and encourages parents to support their child's education through the School Volunteer Program. She also provides materials from the Title I Parent Resource Center and encourages parent and family participation in the decision making processes at the school site. The CIS maintains the Title I Parent and Family Engagement files to meet District and State compliance of the Title I Program. Furthermore, she completes the Title I Administration Parental Involvement Compliance (PIC) Report and submits to the Title I Administration monthly documentation of compliance with Every Student Succeeds Act (ESSA) Section 1116. 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 Parent and Family Engagement Plan 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

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 Hygene Products Drive to benefit Project UP-START's shop.

Violence Prevention Programs
The school counselor facilitates the implementation of the Safe and Drug Free Schools curriculum 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
Oleda Towne	Education Support Employee
Zoe Prieto	Business/Community
Raul Marquez	Business/Community
Nurvi Cruz	Parent
Madeline Casanova	Teacher
KC Cortez	Parent
Yaritma Hernandez	Parent
Rosaida Gonzalez	Parent
Tyler Diaz	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, § 1114(b)(2).

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 2017-2018 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 2017-2018 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 goal that addresses those areas of concern.

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's (SIP) objectives. At a future meeting, the

SAC will review the amount of allocated funds and decide which projects are to be supported by the funds.

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

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 readling/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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(IV).

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 once a week to daily. Teachers are expected to utilize available resources such as pacing guides and item specifications 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 have been implemented in past years with participation from specific grade levels.

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. Currently, three of our experienced teachers are participating in the District's NTCi3 Mentor Program and each is assigned a first or second year teacher at the school. This research based program entails 180 minutes of instructional coaching and collaboration a month to increase the teachers' ability to help students meet the more rigorous standards which results in higher student achievement.

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 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 research based intervention strategies including explicit and systematic instruction in the five fundamental areas of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Additionally, students have access to differentiate instruction via online computer programs such as iReady, Imagine Learning, Waterford and MyON 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: After School Program

Minutes added to school year:

Strategy Rationale

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

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, §§ 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 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 (FLKRS) based upon the performance standards adopted by the FLDOE Voluntary Prekindergarten Education Program. The FLKRS assessment outcomes are utilized by the State to rate the effectiveness of the VPK program provider attended prior to entering Kindergarten.

Flamingo Elementary School addresses the articulation to Middle School by offering a variety of activities for the transitioning students and their parents. Student activities include field trips to the two feeder middle schools and participation in presentations from the Middle schools. A parent meeting is held at the end of each school year to address the articulation process to middle schools. Additionally, parents are encouraged to participate in the various Open House events hosted by the Middle Schools.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 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 core instruction is improved in all content areas then student achievement will increase.

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 core instruction is improved in all content areas then student achievement will increase. 1a

🔑 G097096

Targets Supported 1b

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

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, 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

- Houghton Mifflin Harcourt Go Math! Program

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 8/21/2017 to 6/7/2018

Evidence of Completion
Formative: iReady Diagnostic Tests, Ongoing Progress Monitoring Reports Summative: 2018 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

1 = Problem Solving Step S123456 = Quick Key

G1. If core instruction is improved in all content areas then student achievement will increase. 1

🔑 G097096

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

🔑 B261191

G1.B1.S1 Teachers will use data to drive instruction and particularly differentiated instruction to meet students' needs. 4

🔑 S276540

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 8/17/2017

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 8/18/2017 to 10/27/2017

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 8/21/2017 to 6/7/2018

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 10/30/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations, and Walkthrough Logs

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 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations, and Walkthrough Logs

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

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

Person Responsible

Ileana Sotolongo

Schedule

Weekly, from 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018

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
2018					
G1.B1.S1.A1 🔍 A372660	Introduce goal of improving Differentiated Instruction (DI) across all content areas.	Sotolongo, Ileana	8/17/2017	Sign-in sheets, Agenda, Powerpoint, and Handouts	8/17/2017 one-time
G1.B1.S1.A2 🔍 A372661	Conduct professional development (PD) on the implementation of DI and collaborative planning best...	Sanchez, Elmo	8/18/2017	Sign-in sheets, Agenda, Powerpoint, and Handouts	10/27/2017 monthly
G1.MA1 🔍 M400796	Review formative assessment results to monitor progress and adjust instruction as needed.	Sotolongo, Ileana	8/21/2017	Formative: iReady Diagnostic Tests, Ongoing Progress Monitoring Reports Summative: 2018 FSA for ELA and Mathematics and FCAT 2.0 Science Assessment	6/7/2018 quarterly
G1.B1.S1.MA1 🔍 M400794	Review formative assessment results during Data Chats to monitor progress and adjust instruction as...	Sotolongo, Ileana	8/21/2017	Unit Tests, On Going Progress Monitoring Reports	6/7/2018 quarterly
G1.B1.S1.MA1 🔍 M400795	Review students' work samples, DI folders, and teachers' lesson plans during walkthroughts to...	Sotolongo, Ileana	8/21/2017	Student Work Samples, DI Folders, and Teacher Lesson Plans	6/7/2018 weekly
G1.B1.S1.A3 🔍 A372662	Conduct classroom walkthroughs to monitor effective implementation of DI.	Sotolongo, Ileana	8/21/2017	Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes	6/7/2018 daily
G1.B1.S1.A4 🔍 A372663	Provide additional support to ensure effective implementation of DI by means of peer classroom...	Sotolongo, Ileana	10/30/2017	Lesson Plans, Formal and Informal Classroom Observations, and Walkthrough Logs	6/7/2018 weekly
G1.B1.S1.A5 🔍 A372664	Engage in consistent monitoring, feedback and support by means of classroom walkthroughs, and...	Sotolongo, Ileana	8/21/2017	Lesson Plans, Formal and Informal Classroom Observations, and Walkthrough Logs	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 core instruction is improved in all content areas then student achievement will increase.

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

G1.B1.S1 Teachers will use data to drive instruction and particularly differentiated instruction to meet students' needs.

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 8/17/2017

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 8/18/2017 to 10/27/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	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