

Miami-Dade County Public Schools

# Flagami Elementary School



2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Positive Culture &amp; Environment</b>	<b>29</b>
<b>Budget to Support Goals</b>	<b>30</b>

# Flagami Elementary School

920 SW 76TH AVE, Miami, FL 33144

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

## Demographics

**Principal: Emperatriz Maldonado**

Start Date for this Principal: 7/6/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (77%) 2017-18: A (68%) 2016-17: A (67%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>18</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>30</b>

# Flagami Elementary School

920 SW 76TH AVE, Miami, FL 33144

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>86%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>99%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

## School Board Approval

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

## SIP Authority

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>.

## 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. 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: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Mason, Maria C.	Principal	<p>As principal of Flagami Elementary, Ms. Maria C. Mason oversees the daily activities and operations within our school and our community. Principal Mason's main duties include but are certainly not limited to: disciplining or advising students, working collaboratively with teachers, overseeing Curriculum and Instruction, and advocating for our students to ensure that their curriculum and instruction continues to maintain them engaged and motivated. As the Principal, Ms. Mason also strives to maintain the integrity, fidelity, and consistency of our student's academic and emotional success. Ms. Mason's main goal is to ensure a safe and healthy school environment for all our students, teachers, staff, and parents.</p>
Garcia , Maria	Assistant Principal	<p>As Assistant Principal of Flagami Elementary, Ms. Maria D. Garcia assists in the supervision of daily activities and school operations within our school. Assistant Principal Garcia's main duties include: to assisting Principal Mason in the disciplining or advising students and working collaboratively with teachers to ensure that their curriculum and instruction continues to maintain students engaged and motivated as they strive to maintain the consistency of student academic and emotional success. She also ensures that the school environment is safe for all students and staff members. Ms. Garcia also plays a key role in laying out and enforcing of our school's ELL and SPED policies to ensure that all students receive what they may need to be successful. Through the coordination with principal, Ms. Garcia also helps set goals and objectives for both instruction and extracurricular activities.</p>
Lam, Awilda	Instructional Coach	<p>As, Flagami Elementary's Instructional Coach, Ms. Lam works as a colleague with classroom teachers to support student learning in all content areas. Ms. Lam focuses on individual and group professional development that will expand and refine the understanding of research-based effective instruction. As the Instructional Coach, she also serves as part of the Leadership Team and is responsible for bringing evidence-based practices into classrooms by working with and supporting teachers and administration with the goal of increasing student engagement, improving student achievement, and building teacher capacity.</p>
Fernandez, Jennifer	School Counselor	<p>As Flagami Elementary's school counselor, Ms. Fernandez is uniquely trained in child development, learning strategies, self- management, and social skills, she also understands and promotes success for our school culture and diverse students. Ms. Fernandez implements our school counseling program to support students through this important developmental period and time. Social emotional learning strategies for success are at the heart of Ms. Fernandez's focus. She has also implemented the "Do the Right Thing Program," Flagami's Mentoring Program, Bully Education, Values Matter Miami and Student of the Month Values Program.</p>

**Demographic Information**

**Principal start date**

Wednesday 7/6/2016, Emperatriz Maldonado

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

**Total number of teacher positions allocated to the school**

25

**Total number of students enrolled at the school**

290

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

3

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	44	47	42	41	52	0	0	0	0	0	0	0	264
Attendance below 90 percent	3	4	2	1	5	2	0	0	0	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	3	15	6	7	11	0	0	0	0	0	0	0	42

**The number of students with two or more early warning indicators:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Wednesday 7/21/2021

**2020-21 - As Reported**

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated**

**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	
Number of students enrolled	48	46	45	46	56	73	0	0	0	0	0	0	0	314
Attendance below 90 percent	4	2	1	5	2	6	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	0	0	0	7	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	1	2	16	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	10	0	0	0	0	0	0	0	10

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	0	15	0	0	0	0	0	0	0	16

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				68%	62%	57%	68%	62%	56%
ELA Learning Gains				71%	62%	58%	67%	62%	55%
ELA Lowest 25th Percentile				86%	58%	53%	58%	59%	48%
Math Achievement				78%	69%	63%	80%	69%	62%
Math Learning Gains				80%	66%	62%	76%	64%	59%
Math Lowest 25th Percentile				79%	55%	51%	65%	55%	47%
Science Achievement				74%	55%	53%	65%	58%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	60%	-14%	58%	-12%
Cohort Comparison						
04	2021					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-46%				
05	2021					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-76%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	67%	-1%	62%	4%
Cohort Comparison						
04	2021					
	2019	83%	69%	14%	64%	19%
Cohort Comparison		-66%				
05	2021					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	69%	53%	16%	53%	16%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The data below displays the percent of students proficient based on iReady Diagnostic results from the Fall, Winter and Spring of the 2020-2021 school year. The Science data is reflective of the Mid-year District Assessment for 5th grade students administered in January 2021.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.6%	41.9%	67.4%
	Economically Disadvantaged	35.0%	42.5%	67.5%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	0.0%	10.0%	20.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.2%	37.2%	62.8%
	Economically Disadvantaged	35.0%	37.5%	62.5%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	20.0%	30.0%	50.0%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.8%	65.1%	86.0%
	Economically Disadvantaged	56.4%	61.5%	84.6%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	0.0%	0.0%	0.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39.5%	55.8%	79.1%
	Economically Disadvantaged	41.0%	56.4%	82.1%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	0.0%	0.0%	0.0%

<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	56.4%	74.4%	84.6%
	Economically Disadvantaged	55.3%	73.7%	84.2%
	Students With Disabilities	0.0%	0.0%	20.0%
	English Language Learners	0.0%	0.0%	0.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.9%	51.3%	76.9%
	Economically Disadvantaged	27%	52.6%	76.3%
	Students With Disabilities	20.0%	20.0%	20.0%
	English Language Learners	0.0%	0.0%	0.0%
<b>Grade 4</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.9%	69.4%	71.4%
	Economically Disadvantaged	42.6%	70.2%	72.3%
	Students With Disabilities	33.3%	50.0%	33.3%
	English Language Learners	0.0%	0.0%	0.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.5%	62.5%	75.5%
	Economically Disadvantaged	25.5%	63.0%	76.6%
	Students With Disabilities	33.3%	66.7%	50.0%
	English Language Learners	0.0%	0.0%	0.0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.4%	46.4%	42.2%
	Economically Disadvantaged	30.9%	47.1%	52.9%
	Students With Disabilities	0.0%	11.8%	17.6%
	English Language Learners	0.0%	0.0%	0.0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23.2%	39.1%	69.7%
	Economically Disadvantaged	23.5%	39.7%	70.8%
	Students With Disabilities	0.0%	11.8%	41.2%
	English Language Learners	0.0%	0.0%	0.0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0.0%	23.0%	0.0%
	Economically Disadvantaged	0.0%	24.0%	0.0%
	Students With Disabilities	0.0%	0.0%	0.0%
	English Language Learners	0.0%	0.0%	0.0%
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	39		45	50	45	29				
ELL	65	56	45	67	54	62	49				
HSP	66	58	63	64	49	50	54				
FRL	67	58	60	66	52	53	55				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	33	86		48	79	80					
ELL	67	71	83	76	79	80	77				
HSP	68	71	86	79	80	79	73				
FRL	65	71	84	78	79	78	68				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	73		32	50						
ELL	53	61	59	70	79	68	41				
HSP	68	66	58	79	76	64	65				
FRL	65	65	57	77	75	65	62				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	477
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.



**What trends emerge across grade levels, subgroups and core content areas?**

2021 data findings:

According to the 2021 FSA school data, the emerging trend from the FSA Spring Reading and Math data is regression. Results indicate decrease occurred in the Learning Gains Sub Category for Reading and Math. All ELA Category Subgroup Learning Gains decreased from 22 percentage from 58% to 72 percentage points compared to the Spring 2019 administration. All ELA Subgroups Learning Gains L25 decreased by 26 percentage points. All Math Subgroups overall Learning Gains decreased by 32 percentage point to 50% as compared to 82% in 2019. Learning Gains of the L25 decreased across 3-5 grade levels 26 percentage points to 50% compared to 76%, in 2019 FSA. Science Subgroups Achievement levels decreased by 22 percentage points to 53% compared to the 74% achieved in the 2019 FSA Science. Our ELA SAT scores from K-2 showed an overall decrease in all grade levels. Our Math SAT scores from K-2 also showed a decrease in all three grade levels. Kindergarten ELA SAT demonstrated a decreased from 83% to 76%, 1st grade decreased from 54% to 53%, and 2nd grade decreased from 63% to 53%. In Math Kindergarten showed a decrease from 59% to 53%, 1st grade decreased from 62% to 50% and 2nd grade decreased from 69% to 60%. An increase was demonstrated by Third Grade Reading proficient students who increased by 22 percentage points from 48% to 70%.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

2021 data findings:

The majority of our ELA Subgroups Learning Gains of the L25 decreased by 26 percentage points. Science achievement levels decreased 22 percentage points as compared to 2019 FSA.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

2021 data findings:

At Flagami Elementary, we have been focused on implementing standards-based and data driven instruction for the past 3 years. The Leadership Team will continue to support and strive for this while incorporating laser- focused instruction to help meet the needs of our L25 subgroup. The Flagami Leadership team will also provide teachers the opportunity to participate in various professional developments so that they may develop strategies that will assist them in focusing on scaffolding and targeted intervention for our lower performing students. By doing this, we will help students access and master grade level content. We will be strategic with aligning resources and include ongoing progress monitoring in our quarterly data chats.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

2021 data findings:

ELA 3rd grade overall mastery increased from 48 percentage points in 2019 to 70 percentage points on the 2021 FSA. This was the area in which the most improvement was made.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

2021 data findings:

At Flagami Elementary, we created a collaborative planning schedule that allotted time to plan for Differentiated Instruction as well as provide teachers the opportunity to share best practices. For the incoming school year, our administrative team will attend weekly collaborative planning sessions and contribute to conversations with individual grade levels to carefully align resources and practices. A purposeful sharing of goals and expectations on a weekly basis will contribute to consistency and fidelity to both academic and social emotional learning goals to ensure student all around success.

**What strategies will need to be implemented in order to accelerate learning?**

At Flagami Elementary, the following strategies will be implemented in order to accelerate learning: Explicit and specific data-driven Instruction, Focused and targeted differentiated Instruction, Various Extended Learning Opportunities through S.T.E.A.M. designation program, Standards-Based Collaborative Planning, and sharing of best practices, consistent, and uninterrupted Interventions and a systematic RTI process.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

The Flagami Elementary PLST will develop professional development sessions and job-embedded sessions on using Technology: Schoology & Mc-Graw Hill Wonders Digital (September/2021), Best Practices in Your Teacher Led Center (October/2021), Triangulation of Data Driven Instruction (November/December/21), (2/21) and Standard-Based Instruction (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs and that will be ongoing throughout the 2021-2022 school year. We are implementing the Miami Learns Initiative and will be proposing and advertising professional development courses throughout the year.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

At Flagami Elementary School, we provide the opportunity for collaborative planning, which is scheduled on a weekly basis. A member of the Leadership Team will attend to ensure fidelity and continuity to the strategies and steps being implemented school-wide that are aligned to the goals established in our SIP. Extended Learning opportunities will be provided with before school tutoring and laser-focused interventions, and S.T.E.A.M. based clubs such as Robotics, Coding and Drama.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

Based on the 2021 FSA data review, Flagami Elementary will implement the Targeted Element of ELA Instruction. Fifty-percent of 5th Grade students scored below Level 3 on the 5th grade 2021 Spring administration of the 2021 FSA. Our findings demonstrated that ELA Learning Gains for the L25 subgroup decreased by 26 percentage points. We will show progress in the ability to meet the unique needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction, implement a consistent and rigorous instruction and provide differentiate instruction and progress monitoring to ensure all students are receiving the skills necessary to master on grade level material. Based on the levels of the students we serve, we will provide the scaffolding and standard based instruction necessary for the ELA L25 subgroup to access grade-level content in order to make learning gains and move towards academic proficiency. Through the implementation of laser-focused intervention program and consistent progress monitoring for all Tier 2 and Tier 3 services, we will see a increase in our students mastery level. Our ELA SAT scores from K-2 showed an overall decrease in all grade levels. Kindergarten ELA SAT demonstrated a decreased from 83% to 76%, 1st grade decreased from 54% to 53%, and 2nd grade decreased from 63% to 53%. The i-Ready Diagnostic AP3 for 2020-2021 demonstrated an increase in all grade levels from Kindergarten to 5th grades. Kindergarten increased from 76% to 96%, 1st grade from 43% to 68%, 2nd grade from 66% to 86% , 3rd grade 74% to 81%, 4th grade 69% to 72%, and 5th grade from 45% to 52%. This data reflects that 48% of 5th grade students were not mastering grade level expectations at the time of the 3rd i-Ready Diagnostic administration.

**Measurable Outcome:**

If we successfully plan and implement a complete and rigorous K-5 ELA curriculum, then our students will show proficiency and we will see an increase in the percentage of 3rd to 5th grade students scoring Level 3 on the 2022 statewide, standardized English Language Arts assessment by 5 percentage points. And we will also see an increase in our SAT ELA scores for our K-2 graders by 3 percentage points.

**Monitoring:**

The Flagami Leadership Team will conduct quarterly data chats with both students and teachers; modifications will be made based on data obtained by i-Ready, McGraw Hill data dashboard, and Reading Discovery Engage ongoing progress monitoring data. The Leadership Team will also follow-up with regular and purposeful walkthroughs to ensure quality instruction is taking place. Administrators will review weekly lesson plans and bi-weekly intervention and DI lesson plans for indication of differentiation specifically for L25 students. Instructional Coach will analyze and review data of formative assessments of all students on a monthly basis to monitor and track progress to ensure students are mastering grade level content. Instructional Coach will create a Data Tracker to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership Team and Grade Level meetings to ensure students are demonstrating growth on remediated standards and are being successful with grade-level expectations. Extended learning opportunities will be provided to those students who are not showing growth on OPMs. Deliberate, intentional, and purposeful differentiated instruction will provide struggling students with personalized instruction.

**Person responsible for monitoring outcome:**

Maria C. Mason (mcmason@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of ELA, Flagami Elementary will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in maintaining and accelerating the learning gains of our L25s as it is a systematic approach of instruction to

meet the students' needs. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.

**Rationale  
for  
Evidence-  
based  
Strategy:**

At Flagami Elementary, we will ensure that all teachers are using data-driven instruction that is relevant, recent, and aligned to grade level standard and expectations, as well as customized to student needs. Flagami teachers will continue to triangulate data in conjunction with the use of the district pacing guide, task cards, MGH Digital Dashboard and i-Ready to make adjustments necessary to their instruction, lesson plans, and instructional delivery as new data becomes available. Fifth grade teachers will meet weekly with instructional coach and co-teachers to provide updates and collaborate best practices to ensure all students are working toward grade level proficiency.

**Action Steps to Implement**

8/31-10/11 - Administration will ensure teachers are planning weekly and developing lessons that are inclusive to differentiated instruction and standard-based during their ELA block. As a result, teachers will develop inclusive lesson plans and create an allocated space, student folders, and implement proper progress monitoring routines conducive to the differentiated instruction of their students.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

8/31-10/11 - Administration will provide the opportunity for ongoing professional development in the updated version of the reading basal series McGraw Hill Wonders 2022. As a result, teachers will use the appropriate resources to properly implement and plan differentiated instruction during teacher led centers.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

8/31- 10/11 - The administration team at Flagami will ensure that the use of decision making tools such as ESE Learning Loss Index, the ELL Learning Loss Index, MTSS Flowchart, i-Ready Implementation Guide, and Reading Placement Decision Trees are utilized to determine appropriate tiered instruction. As a result, of continued professional development teachers will gain knowledge and understanding on the use of multiple sources of data and how to use that information to plan accordingly for their students individualized instruction and success.

**Person Responsible** Maria Garcia (mdgarcia@dadeschools.net)

8/31-10/11 - Administration will conduct monthly check ins to ensure deliberate and specialized instruction to our students in the lowest 25th percentile in accordance with students designated in Power Bi. As a result, teachers will use student data trackers to monitor the student progress of the L25 percentile and make any necessary adjustments.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

11/1 - 12/17 - Administration will ensure that teachers who provide Tier 2 intervention are planning weekly and following the Tier 2 district Intervention pacing calendar with the fidelity and the continuity needed to remediate the academic skill deficits students may be experiencing due to the Covid-19 academic slide. Tier 2 interventions should be 30 minutes daily, purposeful and targeted for our students who need more focused instruction, especially in the area of foundational skills. Doing this will ensure that our students are working on closing any academic gaps and gaining knowledge of scaffolded skills that will lead to academic grade level success.

**Person Responsible** Maria Garcia (mdgarcia@dadeschools.net)

11/1 - 12/17 - Administration will ensure that the instructional coach is assigned to provide Tier 3 interventions for all grade levels, using the Reading Horizons Discovery and Elevate program. Weekly planning and the following the Tier 3 district Intervention Pacing calendar with the fidelity and continuity

will ensure that students receive needed remediation in their academic skill deficits. Tier 3 interventions will be delivered twice a week in 30 minute intervals. It will be specific and an extension of Tier 2, this will assist our students who need more extensive and guided instruction. The additional 60 minutes in Tier 3 intervention instruction will ensure that our students are working on their academic gaps and attaining the knowledge needed to begin the journey toward academic grade level success.

**Person Responsible** Awilda Lam (alam@dadeschools.net)

1/31 - 2/22 - Administration will conduct data chats with the students in L25%, L35% and Tier 2 and Tier 3 Intervention during the month of February. The Leadership Team will use iReady Data, Reading Discovery Mid-year Assessment and data gathered from teachers during their individual Data Chats on February 2nd and 3rd, to address behavior issues or academic areas of concern. As a result, of using these data points it will provide the LT with a snapshot as to the fidelity of the intervention and the student growth toward grade level goals and expectations. Fidelity and consistency to the delivery of the program will be reviewed and any needed instructional changes will be addressed and made.

**Person Responsible** Maria Garcia (mdgarcia@dadeschools.net)

1/31 - 4/29 - Administration will create a Striving for Stretch schedule for additional support staff to be pushed in to our reading blocks so that we may assist our students with the greatest needs and who are working below grade level. As a result, this will provide these students with additional explicit and targeted instruction on grade level standards that have yet to be mastered. The push in will take place on a daily basis for six weeks leading up to the Florida State Assessments.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

**#2. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:** Based on the data review, Flagami Elementary will implement the Targeted Element of Science. We selected the overarching area of Science based on our findings that demonstrated that our 5th Grade Science scores decreased by 22 percentage points from the 2019 administration. Due to the difficulties encountered during COVID, the decrease in Science Lab time and the challenges of sharing materials, our science scores saw a decrease. The full implementation of the S.T.E.A.M. Designation program will provide students with a learning approach that uses Science, Technology, Engineering, the Arts, and Mathematics as access point for guiding student scientific inquiries and increase their critical thinking and science dialogue with their classmates.

**Measurable Outcome:** If we successfully implement S.T.E.A.M. and Science Curriculum, then our 5th grade students will increase by a minimum of 10 percentage points as evidenced on the Spring Administration of the 2022 FSA Science State Assessment.

**Monitoring:** The Leadership Team will conduct quarterly science data chats using the Topic Assessments from Performance Matters; we will adjust science focus based on current data and follow-up with regular walkthroughs to ensure quality instruction is taking place in Science and that Science labs are being conducted. Administrators will review science lesson plans for indication of the 5 E's and that Science remediation is also being properly executed for students. Standard Driven Data Analysis of formative assessments of 5th grade students will be reviewed to ensure that students are acquiring the proper skills and meeting grade level standards. Students will be provided the opportunity to participate in S.T.E.A.M. activities which will increase their understanding of science and increase science-related knowledge. It will provide students with a positive attitude towards science and it's importance in our community.

**Person responsible for monitoring outcome:** Maria C. Mason (mcmason@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Instructional Practice and a focus on Science, our school will focus on the evidence-based strategy such as: Science text cards, hands on Science experiments, Virtual Field Trips, S.T.E.A.M. project based assignments, and the use of Gizmos during Science instruction. This will assist in accelerating the science learning and mastery for our 5th grade students as it is a systematic approach of instruction to meet the students' needs. Science Curriculum instruction will be monitored through administrative walkthroughs to ensure active student participation and engagement during the science instruction block.

**Rationale for Evidence-based Strategy:** The implementation of S.T.E.A.M. education will ensure that teachers are using relevant, recent, and aligned Science instruction materials to plan lessons that are customized to student academic success.

**Action Steps to Implement**

8/31-10/11 - Administrators will conduct weekly walkthroughs to ensure instruction is differentiated, standards-based, hands-on, engaging, and data-driven during the science instructional block. As a result, teachers will plan lessons that are rigorous, standard-based, and engaging during their Science instructional block.

**Person Responsible** Maria Garcia (mdgarcia@dadeschools.net)

8/31-10/11 - Administration will provide the opportunity for ongoing professional development in S.T.E.A.M. and Science curriculum through the district professional development platform and MIAMI LEARNS. As a result, teachers will be provided with a variety of strategies and resources to enhance their Science instruction.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

8/31-10/11 - On a quarterly basis, Administration will continue to monitor and conduct data chats with the 5th grade team during common planning to ensure students are making the appropriate learning gains in Science as evidenced by the completion of the Science Topic Assessments. As a result, teachers will review Performance Matters data and ensure they are planning accordingly to meet the needs of all their students.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

8/31-10/11 - Administration will adhere to the ongoing guidelines and stipulations for the school wide S.T.E.A.M. designation implementation process and will ensure that specific technology centered enrichment programs are implemented. As a result, teachers will participate in all S.T.E.A.M. related activities and requirements.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

11/1 - 12/17 - Teachers will develop a small group instruction rotation during the Science block as a method to reinforce or re-teach specific skills and concepts while debriefing Topic Assessments and other science progress monitoring evaluations. Teachers will use the resources provided in the Curriculum and Instruction tab, such as Bell Ringers, MEA's, Remediation and Intervention resources to continuously target areas in need of improvement as they strive to elevate students level of understanding of grade level academic material.

**Person Responsible** Maria Garcia (mdgarcia@dadeschools.net)

11/1 - 12/17 - Administration will provide teachers with the opportunity to collaborate to increase their technology usage in Gizmos during the science block. Gizmos uses an inquiry-based approach to learning and helps to build students conceptual understanding. Teachers will effectively integrate Gizmos into their science instruction to help provide visual aids to students, as well as stimulate discussions and increase student participation, engagement, and motivation.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

1/31 - 4/29 After the administration of the Science MYA, administration will conduct data chats with the 5th grade team during common planning to discuss areas/standards in need of improvement. They will also ensure students are making the appropriate learning gains in Science as evidenced by the completion of the Science MYA and the Topic Assessments administered thus far. As a result, teachers will debrief the Performance Matters data with students and ensure they are achieving mastery according to the grade level goals and expectations. Teachers will also reflect on whether they are planning accordingly and are using the many resources available by the District Science department to meet the needs of all their students.

**Person Responsible** Maria Garcia (mdgarcia@dadeschools.net)

1/31 - 4/29 Administration will ensure the availability of science labs materials, to increase student science knowledge and critical thinking skills. Teachers will tailor and structure well-designed laboratory

experiences to provide students with concrete and tangible examples of areas in need of improvement. As a result, students will be able to build confidence, move from concrete to abstract concepts and students will utilize and develop math skills and increase problem solving as well.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)



**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Based on the data review, Flagami Elementary will implement the Targeted Element of Social Emotional Learning. Through our review of the data, we noticed that students who are struggling academically and socially are also students who are not meeting expectations for learning gains as well as proficiency. In addition, many of our L25 students have had reoccurring attendance issues and participated in learning online during the last year. We recognize the need to tailor our attendance plan and initiatives. We are making connections with students, families, and the community to ensure attendance is increasing and a positive school culture is in place to make our students feel welcomed as they return back and to the brick and mortar setting.

**Measurable Outcome:** If we are successfully implement the Targeted Element of Social Emotional Learning, our students will receive quality instruction that will contribute to improved student outcomes. With consistent student incentives, a positive school culture, and our Social Emotional Learning curriculum embedded in our McGraw Hill Reading series, our students will excel academically and, increase 6 percentage points in our school attendance by June 2022.

**Monitoring:** The Flagami Leadership Team will work to promote and maintain a healthy social emotional learning environment for all our students. We will strive to connect families who are struggling with attendance and identify the root cause for absences and create a plan of action to ensure students are able to attend school daily. The Leadership team will assign individual students mentors, through our Adopt a Fox Mentoring program, who assist those students that have excessive attendance issues. The Leadership Team will plan weekly student and classroom incentives, through the morning announcements to promote consistent student attendance. The Social Emotional Learning curriculum introduced in the McGraw Hill Reading series will be used to guide SEL instruction and create a safe space for student discussions and student social and emotional learning success.

**Person responsible for monitoring outcome:** Emperatriz Maldonado (pr1841@dadeschools.net)

**Evidence-based Strategy:** Within the Targeted Element of Social Emotional Learning, we want to provide our students with the ability to positively model appropriate and prosocial behaviors, address and talk about their emotions, demonstrate empathy, have positive relationships, and to become self and socially aware. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a weekly basis to prevent a pattern of excessive absences.

**Rationale for Evidence-based Strategy:** Social and Emotional Learning initiatives will assist in decreasing the number of student absences and increase the students' positive views about school and their academics. Values Matter Miami social emotional lessons will be provided by Ms. Fernandez, Guidance Counselor. Ms. Fernandez will also coordinate follow-up lessons with them after they have completed a McGraw Hill social emotional lesson. The "Do the Right Thing" program monthly recognitions will focus on students who strive to make good choices, do well in school, and demonstrate an improvement in their attendance or behavior.

**Action Steps to Implement**

8/31 - 10/11 - Administration will promote the Values Matter Miami Initiative. Teachers will continue to submit nominations for Values Matter Miami Students of the Month. As a result, teachers will acknowledge students on a monthly basis for exhibiting characteristics of the Values Matter Miami program.

**Person Responsible** Jennifer Fernandez (jenfernandez@dadeschools.net)

8/31 - 10/11 - Administration will continue to promote Flagami's Mentoring program: Adopt A Lil Fox, and as a result will provide the opportunity for team building among staff and students.

**Person Responsible** Maria Garcia (mdgarcia@dadeschools.net)

8/31 - 10/11 Administration will promote and monitor the use of the The Social Emotional Learning curriculum introduced in the McGraw Hill Reading series. As a result, teachers will use the guide to SEL instruction to create a safe space for student discussions and student social and emotional learning success.

**Person Responsible** Maria Garcia (mdgarcia@dadeschools.net)

9/11 - 9/17 - Teachers will be provided the opportunity to attend the Fostering Social Emotional Learning in the Classroom Professional Development session provided by the MIAMI LEARNS Initiative. As a result, teachers will add more resources and strategies to be able foster a nurturing and safe classroom environment for their students.

**Person Responsible** Awilda Lam (alam@dadeschools.net)

11/1 - 12/17 - Administration will promote and monitor the implementation of the Do The Right Thing Program. The Do The Right Thing will foster positive relationships between our law enforcement officer and our students. This program recognizes our students on a monthly basis for their bravery, courage, acts of kindness, leadership and for being a positive role model. Our school counselor will solicit recommendations on a monthly basis and students will be recognized during our morning announcement and quarterly breakfast.

**Person Responsible** Jennifer Fernandez (jenfernandez@dadeschools.net)

11/1 - 12/17 - Administration will conduct monthly SEL check-in data chats with the counselor during leadership team meetings to ensure all students' social and emotional needs are being addressed and met. This will ensure that all students with any behavior, social, or emotional concern are receiving the accurate assistance and all referrals are being followed through.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

1/31 - 4/29 - Administration will support the implementation of the Quaver SEL Program. QuaverSEL our teachers with an innovative approach to teach social and emotional learning that focuses on the needs of our students. As a result, this will promote and create an environment of caring and connection in classroom and school-wide.

**Person Responsible** Jennifer Fernandez (jenfernandez@dadeschools.net)

1/31 - 4/29 - Administration will continue to develop a culture of flexible collaboration among teachers as a way in which they can experience a varied teaching practices. At Flagami, we have teacher committees, teacher leaders, and growth partners . Administration will implement this strategy during our upcoming faculty meetings. We will be awarding rubber bands of collaboration to acknowledge sharing of flexibility and collaboration stories which have yielded progress in the last 5 months. As a result, faculty members will watch the growth made throughout the remainder of the school year. Teachers who earn the ball and bands for that meeting will keep it in their classrooms until the next share. It's a somewhat silly, yet fun and effective symbol of our growing strength through flexibility and collaboration.

**Person Responsible** Awilda Lam (alam@dadeschools.net)

**#4. Leadership specifically relating to Leadership Development**

**Area of Focus Description and Rationale:**

Based on qualitative data from the School Climate survey and the SIP survey and review of the Core Leadership Competencies, Flagami Elementary will use the Targeted Element of Leadership Development. Teachers expressed an interest in expanding their capacity to perform leadership roles. Teacher Leaders would be beneficial to serve as liaisons and to provide support to their colleagues as we strive to further develop and build capacity within our school. This will provide Teacher Leaders with a better understanding and the opportunity to see fellow colleagues, students, and the Leadership Team actively engaged in the daily functions. By expanding the opportunity for leadership roles, we will be able to identify what training and support teachers and students may need and provide support and feedback to teachers.

**Measurable Outcome:**

If Flagami Elementary, successfully implements the Targeted Element of Shared Leadership, our teachers will be provided the opportunity to contribute to the school-wide decision making process, through their participation in: Leadership Team monthly meetings, committee meetings, MIAMI LEARNS, and through special area leadership role assignments. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that may arise, and collaborative planning. The percentage of teachers in leadership roles will increase by at least 3% during the 2021-2022 school year.

**Monitoring:**

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development for example: MIAMI LEARNS coordinator, S.T.E.A.M. liaison, E.E.S.A.C. chairperson, primary and intermediate liaison for both Reading and Mathematics, Social Studies liaison and Special Area chairperson. By involving teachers, we hope to create an environment of shared leadership. This initiative will be evident by teacher leaders providing support and development to their colleagues in various areas. To ensure we are on the right track, teachers who receive support will share the knowledge they have gained during faculty meetings and grade level meetings.

**Person responsible for monitoring outcome:**

Maria C. Mason (mcmason@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Shared Leadership, we will focus on the evidence-based strategy of Involving Staff in Important Decisions. By creating an “Experts in My Building” list and involving teachers in the decision making process, we hope to increase the feeling of shared leadership. Experts in the building will provide a summary of support to the LT on a monthly basis to ensure we are on the right track to meeting the outcome above.

**Rationale for Evidence-based Strategy:**

Selected Teacher Leaders will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and to problem solve. Throughout this process, the Flagami Leadership Team will create buy in and bring creative and innovative solutions to the forefront as we collaboratively work together to serve our students and school community.

**Action Steps to Implement**

8/31-10/11- Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups.

**Person Responsible**

Maria Garcia (mdgarcia@dadeschools.net)

8/31 - 10/11 Administration will identify specific staff members that will provide support as experts in specific subject areas that will serve as leads in the development of new initiatives and expand and diversify knowledge. As a result, teachers will have an increasing support amongst their colleagues, as they look for different ways to improve student outcomes with in the school.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

8/31 - 10/11 Administration will create buy-in and bring creative and innovative solutions to the forefront as we collaborative work together to provide opportunities for Teacher Leaders to excel in their area of expertise by presenting at monthly faculty meetings, grade level meetings, and MIAMI LEARNS collaborative meetings with district Curriculum Support personnel. As a result, 3% more of teachers will come forward as teacher leaders in their respected area of expertise.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

8/31 - 10/11 Administration will conduct quarterly Teacher Leadership Team meetings to provide teacher leaders with a forum to share their knowledge and ideas. Teachers will also work collaboratively to develop leadership skills. As a result, teachers will attend meetings and take turns taking the lead and modeling leadership strategies.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

11/1 - 12/17 - Administration will continue to cultivate a school culture of leadership and collaboration between the instructional staff to continue to build a strong teaching core. Administration will attend weekly collaborative grade level planning meetings to ensure a rigorous level of planning, sharing of best practices, and collaboration is taking place amongst grade level members. This process will set a standard and commitment to the improvement of academic achievement and high expectations for all our students.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

11/1 - 12/17 - Administration will provide teachers with monthly feedback that is focused and supportive. This will provide opportunities to significantly impact teacher growth and development. This process will continue to motivate teachers and recognize their efforts. Administration will be able to showcase each teacher's growth during faculty meetings, as they continue to strive for their students academic and social emotional success.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

1/31 -4/29 - Administration will be meeting with teachers in April and conducting vertical data chats with two grade-levels at a time; for example: Pre-K, K and first grade, second and third, fourth and fifth. These reflective meetings will be a focus on instruction, grade-level standard proficiency, areas of strength, areas in need of improvement and sharing of best practices. As a result, teachers will be able to plan accordingly we prepare our students not only for standardized testing but for the next grade level.

**Person Responsible** Maria Garcia (mdgarcia@dadeschools.net)

1/31 -4/29 - Administration will be implementing the District iAttend Intensive Intervention i3 Program. The goal of this program will be to provide intensive attendance strategies that consist of deliberate and distinctive wraparound services to support students and families with removing barriers that impede regular school attendance. As a result, of this implementation we will be able to address excessive student attendance and identify barriers that are impacting our students' attendance, hence impeding student success and loss of instruction and learning.

**Person Responsible** Maria C. Mason (mcmason@dadeschools.net)

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

### Primary Area of Concern:

**8/31-10/11- Admin will develop an attendance tracker that can be used to monitor student's with high absences on a weekly basis. As a result teachers will use trackers to monitor student attendance and make any recommendations or referrals as needed.**

### Secondary Area of Concern:

**8/31-10/11 - Admin will facilitate an embedded professional development during a faculty meeting with our district assigned mental health specialist, Ms. Yvette Perdomo, to discuss social and emotional issues and the proper channels to address any concerns that may arise. As a result, teachers will have an understanding of how to identify any concerning behaviors a student may display and the proper procedures to obtain assistance.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

## Describe how the school addresses building a positive school culture and environment.

At Flagami Elementary, our strengths within School Culture are in our Relationships, Physical & Emotional Safety, and Support, Care, and Connections. 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 which 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 values are taught on a daily basis, which 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 school wide talents through S.T.E.A.M. related projects, Chorus, Drama, VEX IQ Robotics, WFES Flagami Fox News Broadcasting Team, S.T.E.A.M. Expo, Coding, Adopt-A-Little-Fox Program, as well as before and

after school tutoring for students performing on or below grade level. Flagami Elementary will equip all teachers with the professional development needed to ensure that students receive a high quality education through the use of innovative technology designated by the district. Data chats are scheduled for both students and teachers. Both formal and informal conferences with staff and students help garner information and accountability for their educational/professional experience. At Flagami we also provide information to all stakeholders through our school website, Schoology, MS Teams, EESAC minutes, Twitter, Instagram, and individual weekly grade level newsletters. As a school community we use our Schoology, MS Teams, and morning announcements connect with one another consistently. At Flagami, we continue to build from within and hone in on our skill-set to ensure our classrooms are highly engaging, motivating, and always continue to foster the highest level of academic engagement and social emotional learning.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

At Flagami Elementary, ALL stakeholders are involved in building a positive school culture and environment for our students and community at large. As the Principal, Ms. Mason's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning Team-building and morale boosting activities. As the Assistant Principal, Ms. Garcia's role will be to monitor the Adopt a Lil Fox mentorship program and assist in ensuring all information is shared with stakeholders in a timely manner. The teacher leaders and instructional coach will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
<b>Total:</b>			<b>\$0.00</b>