# Flamingo Elementary School



# 2021-22 Schoolwide Improvement Plan

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# Flamingo Elementary School

## 701 E 33RD ST, Hialeah, FL 33013

### http://flamingo.dadeschools.net/

## Demographics

## Principal: Ileana Sotolongo R

Start Date for this Principal: 11/12/2014

| | |
|---|---|
| **2019-20 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School PK-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented** (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 |
| **School Grades History** | 2018-19: B (59%) 2017-18: B (60%) 2016-17: C (51%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southeast |
| **Regional Executive Director** | [LaShawn Russ-Porterfield](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#). | |

## 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.

## 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.

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# Flamingo Elementary School

## 701 E 33RD ST, Hialeah, FL 33013

## http://flamingo.dadeschools.net/

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2020-21 Title I School** | **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|:---:|:---:|:---:|
| Elementary School<br>PK-5 | Yes | 88% |

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

## School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|:---:|:---:|:---:|:---:|:---:|
| Grade | | B | B | B |

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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. 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.**

We uphold high standards and expectations so that each student is challenged to reach his or her potential.

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

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

### 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 |
|---|---|---|
| Sotolongo, Ileana | Principal | Ensure commitment to the implementation and documentation of the SIP, instructional practices, and the various tiers of interventions, the allocation of resources, and communication with all stakeholders. |
| Rodriguez, Rita | Assistant Principal | Facilitate data collection and analysis, provide professional development to teachers, and support the implementation of various tiers of interventions and SIP strategies. |
| Rodriguez, Marleen | ELL Compliance Specialist | Provide professional development sessions to teachers, and support the implementation of the LEP plans for English Language Learners, and the implementation of the intervention plans and SIP strategies. |
| Sanchez, Elmo | Teacher, K-12 | Facilitate onsite professional development sessions based on needs assessment results and Leadership Team recommendations. |
| Diaz, Elli | School Counselor | Facilitate development of behavior intervention plans and collaborate with Student Services personnel to provide support for intervention fidelity and documentation, and facilitate data-based decision making. As Mindfulness champion, facilitate activities and strategies for both staff and students to cultivate a positive and motivating school culture and environment. |
| Rodriguez, Susan | SAC Member | Ensure fidelity of implementation and documentation of the SIP, ensure adherence to timelines, and facilitate communication with other SAC members. |

### Demographic Information

**Principal start date**

Wednesday 11/12/2014, Ileana Sotolongo R

**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.*

14

**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.*

19

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

32

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

389

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

1

**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 | 40 | 58 | 54 | 92 | 53 | 92 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 389 |
| Attendance below 90 percent | 6 | 10 | 10 | 12 | 6 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 2 | 25 | 11 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |
| Course failure in Math | 0 | 1 | 6 | 4 | 11 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 1 | 5 | 27 | 55 | 7 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 124 |

**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 | 1 | 1 | 6 | 14 | 7 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |

**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 | 1 | 1 | 5 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

Wednesday 6/30/2021

**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 | 56 | 64 | 90 | 68 | 96 | 108 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 482 |
| Attendance below 90 percent | 11 | 11 | 9 | 11 | 12 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 1 | 17 | 21 | 11 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| Course failure in Math | 0 | 7 | 2 | 14 | 12 | 16 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 5 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 17 |

**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 | 1 | 6 | 6 | 17 | 13 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |

**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 | 1 | 1 | 1 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

## 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 | | | | 66% | 62% | 57% | 62% | 62% | 56% |
| ELA Learning Gains | | | | 65% | 62% | 58% | 64% | 62% | 55% |
| ELA Lowest 25th Percentile | | | | 57% | 58% | 53% | 55% | 59% | 48% |
| Math Achievement | | | | 66% | 69% | 63% | 66% | 69% | 62% |
| Math Learning Gains | | | | 63% | 66% | 62% | 77% | 64% | 59% |
| Math Lowest 25th Percentile | | | | 45% | 55% | 51% | 50% | 55% | 47% |
| Science Achievement | | | | 48% | 55% | 53% | 44% | 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 | 59% | 60% | -1% | 58% | 1% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 72% | 64% | 8% | 58% | 14% |
| Cohort Comparison | | -59% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 58% | 60% | -2% | 56% | 2% |
| Cohort Comparison | | -72% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 61% | 67% | -6% | 62% | -1% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 73% | 69% | 4% | 64% | 9% |
| Cohort Comparison | | -61% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 59% | 65% | -6% | 60% | -1% |
| Cohort Comparison | | -73% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 44% | 53% | -9% | 53% | -9% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Progress Monitoring tools were used across all grade levels to assess progress and guide instruction.

| Grade 1 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 42.6 | 29.6 | 46.3 |
| | Economically Disadvantaged | 37.5 | 27.1 | 43.8 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 26.1 | 8.7 | 30.4 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 31.5 | 18.5 | 42.6 |
| | Economically Disadvantaged | 33.3 | 16.7 | 41.7 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 26.1 | 17.4 | 30.4 |

| Grade 2 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 22.9 | 33.7 | 47.0 |
| | Economically Disadvantaged | 22.5 | 33.8 | 47.5 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 22.0 | 31.3 | 54.2 |
| | Economically Disadvantaged | 21.5 | 31.3 | 55.0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 3 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 37.1 | 59.7 | 70.5 |
| | Economically Disadvantaged | 34.5 | 58.2 | 70.4 |
| | Students With Disabilities | 0 | 33.3 | 33.3 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 18.0 | 37.3 | 64.9 |
| | Economically Disadvantaged | 16.7 | 36.5 | 66.0 |
| | Students With Disabilities | 0 | 33.3 | 66.7 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 4 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 32.6 | 46.7 | 51.1 |
| | Economically Disadvantaged | 32.2 | 46.7 | 51.1 |
| | Students With Disabilities | 8.3 | 8.3 | 8.3 |
| | English Language Learners | 0 | 0 | 0 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 25.3 | 44.0 | 62.0 |
| | Economically Disadvantaged | 24.7 | 43.8 | 62.2 |
| | Students With Disabilities | 0 | 8.3 | 8.3 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 5 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 37.3 | 46.0 | 56.4 |
| | Economically Disadvantaged | 36.5 | 44.2 | 55.2 |
| | Students With Disabilities | 0 | 20.0 | 10.0 |
| | English Language Learners | 0 | 0 | 0 |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 37.6 | 46.0 | 56.4 |
| | Economically Disadvantaged | 36.5 | 44.2 | 55.2 |
| | Students With Disabilities | 0 | 10.0 | 20.0 |
| | English Language Learners | 0 | 0 | 0 |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 0 | 16.0 | 0 |
| | Economically Disadvantaged | 0 | 15.0 | 0 |
| | Students With Disabilities | 0 | 4.0 | 0 |
| | English Language Learners | 0 | 11.0 | 0 |

## Subgroup Data Review

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| SWD | 7 | 21 | | 14 | 14 | | | | | | |
| ELL | 50 | 45 | 29 | 33 | 15 | 13 | 20 | | | | |
| HSP | 55 | 45 | 28 | 41 | 21 | 12 | 32 | | | | |
| FRL | 53 | 47 | 36 | 39 | 20 | 16 | 29 | | | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| SWD | 29 | 48 | 50 | 37 | 42 | 33 | 13 | | | | |
| ELL | 61 | 62 | 59 | 67 | 65 | 47 | 44 | | | | |
| HSP | 67 | 65 | 56 | 67 | 63 | 46 | 49 | | | | |
| FRL | 65 | 64 | 59 | 66 | 63 | 46 | 48 | | | | |

| 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 | 22 | 31 | 31 | 22 | 45 | 25 | 18 | | | | |
| ELL | 51 | 57 | 53 | 57 | 71 | 50 | 21 | | | | |
| HSP | 63 | 65 | 56 | 67 | 77 | 50 | 43 | | | | |
| WHT | 40 | | | 60 | | | | | | | |
| FRL | 60 | 64 | 56 | 65 | 76 | 51 | 43 | | | | |

## 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 | 37 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 4 |
| Progress of English Language Learners in Achieving English Language Proficiency | 49 |
| Total Points Earned for the Federal Index | 296 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 11 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 32 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 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 | 35 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 36 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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?**

2019 Science Achievement data indicate school increased the Science Achievement from 44% in 2018 to 48%. In 2021, Science achievement declined from 48% to 32% due to the inconsistent student attendance and engagement of mainly My School Online (MSO) students. Science Achievement trend data indicate the school historically continues to perform below 50% in the FCAT Science tests.

In 2019, Mathematics data indicate learning gains of the Lowest 25th Percentile students decreased by 5 percentage points, from 50% in 2018 to 45%. In 2021 Mathematics data indicate learning gains of the Lowest 25th Percentile students plummeted to 19%. Mathematics trend data indicate 50% or less of the Lowest 25th Percentile students tested have made learning gains for the last 5 years scores have been recorded.

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

Science Achievement data on the FCAT Science tests is lower than District and State performance. Also, achievement of the lowest 25th percentile is lower in ELA and Mathematics, particularly in Mathematics, where less than 50% are making learning gains for the last 5 years.

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

There is a need to improve student's prior knowledge in Science by scaffolding instruction and by ensuring accountability and rigor of Science instruction in the primary grades.
There is a need to address the needs of our lowest 25th percentile students in all subjects areas and particularly in Mathematics by providing differentiated instruction, interventions, and corrective feedback after assessments.

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

ELA achievement in both state assessments and progress monitoring showed the most improvement. All, achievement, learning gains, and learning gains of the lowest 25th percentile indicate improvement.

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

Standard-aligned, rigorous instruction contributed to the improvement in overall ELA achievement. Implementation of Grade Level Collaborative planning sessions using data to guide instruction and reflecting on effectiveness of teaching strategies contributed to this improvement.

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

Interactive Learning Environment, Differentiated Instruction (DI), Standards-Based Collaborative Planning, and Interventions-RtI.

**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 PLST will develop/offer whole group sessions PD on:
Standards Based Collaborative Planning (Aug '21);
Interactive Learning Environment including technology and Academic Vocabulary (Sept '21);
Differentiated Instruction (Oct '21);
Interventions/RtI (Nov/Dec '21)
Ongoing: data chats, sharing of best practices during monthly staff meetings.

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

Collaborative planning will be scheduled bi-weekly to reflect on effectiveness of instructional strategies and plan for instruction and interventions. Extended Learning Opportunities will be provided with after school and interventions, as well as Saturday Academies to provide remediation and enrichment.

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to Differentiation | |
|---|---|
| **Area of Focus Description and Rationale:** | Comparison data from 2019 and 2021 indicate overall Achievement, Learning Gains, and Learning Gains of the lowest 25th Percentile students have declined in ELA and particularly in Mathematics. Specifically, 2021 FSA Mathematics proficiency decreased from 66% in 2019 to 40% in 2021. Similarly Mathematics Learning Gains decreased from 63% in 2019 to 22% in 2021. Of upmost concern, the Mathematics Learning Gains of the Lowest 25th Percentile students decreased from 45% in 2019 to 19% in 2021.<br><br>We intend to focus on Differentiated Instruction (DI) to address the needs of ALL students, particularly students achieving in the lowest 25th percentile. Upon returning to the school house teachers will assess students' learning loss. DI will allow teachers to remediate and accelerate learning to close the achievement gaps. |
| **Measurable Outcome:** | Student performance on classroom assessments, Topic/Bi-Weekly Progress Monitoring Assessments, i-Ready Progress monitoring, and state assessments will indicate improvement in overall achievement and particularly learning gains of the lowest 25th in all subject areas. |
| **Monitoring:** | Differentiated Instruction will be monitored by classroom observations/walkthroughs, DI folders, data binder, student data trackers, and ultimately by student performance on formative and summative assessments. |
| **Person responsible for monitoring outcome:** | Ileana Sotolongo (pr1921@dadeschools.net) |
| **Evidence-based Strategy:** | Differentiated Instruction:<br>Collaborative planning sessions to differentiate instructions within every class group based on assessment data; Mentoring by Teacher Leaders; Professional Development opportunities and sharing of best practices during faculty meetings; Data chats to assess student progress and strategies effectiveness; scaffolding of instruction; DI folders/ differentiated web-based assignments. |
| **Rationale for Evidence-based Strategy:** | If effective differentiated instructional strategies are implemented with fidelity then it will result in higher student achievement in all subject areas. |

| Action Steps to Implement | |
|---|---|
| Introduce goal of improving DI across all content areas during Opening of Schools Meeting. (8/18/21) | |
| **Person Responsible** | Ileana Sotolongo (pr1921@dadeschools.net) |
| Facilitate PD on the implementation of DI and collaborative planning best practices during Teacher Planning Day (10/29/21) and Monthly Faculty meetings. (September-October 2021) | |
| **Person Responsible** | Elmo Sanchez (esanchezjr@dadeschools.net) |
| Conduct classroom walkthroughs to monitor effective implementation of DI and provide additional support as needed by means of peer class observations and sharing of best practices during Grade Level and/or Faculty meetings. (September-October 2021) | |

**Person Responsible**    Ileana Sotolongo (pr1921@dadeschools.net)

Review formative assessment results (Baseline, Topic, Ongoing Progress Monitoring data) during Data Chats to monitor progress and adjust instruction and interventions as needed. (September-October 2021)

**Person Responsible**    Rita Rodriguez (rirodriguez@dadeschools.net)

Continue to monitor effective implementation of DI in all core subjects including the incorporation of the IXL Math program recently made available to our students. Program aims to help students master essential skills at their own pace with built in support and motivating rewards. (November 1-December 21, 2021)

**Person Responsible**    Ileana Sotolongo (pr1921@dadeschools.net)

Monitor use of Interactive Notebooks/Journals, innovative platforms, web-based resources, and research-based strategies, such as CRISS, in order to make content accessible to struggling students and thus address the learning loss. (November 1- December 21, 2021)

**Person Responsible**    Ileana Sotolongo (pr1921@dadeschools.net)

Monitor teacher use of higher order questioning and more hands-on and inquiry based activities to ensure students' deeper understanding of concepts being taught. (November 1-December 21, 2021)

**Person Responsible**    Ileana Sotolongo (pr1921@dadeschools.net)

Continue to monitor effective implementation of DI in ELA, Mathematics, and Science based on most current formative assessment data, assigning targeted lessons in print or digital platforms. (January 31-April 29, 2022)

**Person Responsible**    Ileana Sotolongo (pr1921@dadeschools.net)

Offer Extended Learning opportunities to L25/35 students in grades 3-5 after school or on Saturdays to complement and reinforce what students are learning during the week. (January 31- April 29, 2022)

**Person Responsible**    Ileana Sotolongo (pr1921@dadeschools.net)

| #2. Instructional Practice specifically relating to Student Engagement | |
|---|---|
| **Area of Focus Description and Rationale:** | Comparison data from 2019 and 2021 indicate overall Achievement in both ELA and Mathematics has declined. 2021 FSA ELA proficiency decreased by 9 percentage points, from 62% proficient in 2019 to 53% in 2021. Similarly, 2021 FSA Mathematics proficiency decreased by 26 percentage points, from 66% proficient in 2019 to 40% in 2021. Despite our efforts, student engagement suffered during the last school year thus contributing to the decline in academic achievement. We intend to create an Interactive Learning Environment to help students feel involved and accomplished. An engaging learning environment increases students' attention and focus and sharpens their critical thinking skills. This can be accomplished by using online technologies and hands on activities that engage students in the lesson. |
| **Measurable Outcome:** | Student performance on Progress Monitoring and state assessments will indicate improvement in all subject areas, particularly in Mathematics and Science. |
| **Monitoring:** | This area of focus will be monitored by classroom observations/walkthroughs, data chats, student work folders, formative assessment results, and student attendance. |
| **Person responsible for monitoring outcome:** | Ileana Sotolongo (pr1921@dadeschools.net) |
| **Evidence-based Strategy:** | Interactive Learning Environment Academic Vocabulary: Vocabulary Parade, Word of the Day, Science Vocabulary Bulletin Board (each grade level responsible on a monthly basis); high frequency words on the doors; bulletin board contest with words/definitions/visuals, etc. |
| **Rationale for Evidence-based Strategy:** | The above strategies were picked due to our large ELL population as well as ESE who require reinforcement in academic/content area vocabulary based on our data. The students test scores have not increased to meet proficiency level despite various best practices. |

## Action Steps to Implement

Introduce goal of creating an Interactive Learning Environment to get students involved and engaged with the lessons or materials during Opening of Schools Meeting. (8/18/21)

**Person Responsible** — Ileana Sotolongo (pr1921@dadeschools.net)

Facilitate PD on creating interactive classrooms were students are more engaged in the learning process. Activities suggested include: icebreakers, entry and exit tickets, inquiry/problem solving activities, concept sharing, using technologies, such as Nearpod and Quizzit, to interact with the lesson and with each other, virtual field trips, etc. (10/29/21)

**Person Responsible** — Elmo Sanchez (esanchezjr@dadeschools.net)

Implement schoolwide activities to support academic vocabulary acquisition, i.e.: Vocabulary Parade, Word of the Day, Science Vocabulary Bulletin Board, Spelling bees, etc. (September-October 2021)

**Person Responsible** — Marleen Rodriguez (mrod11@dadeschools.net)

Conduct classroom walkthroughs to monitor student engagement and technology integration and provide additional support by means of peer observations and sharing of best practices during Grade Level and Faculty meetings, and/or during PD days. (September-October 2021)

| **Person Responsible** | Ileana Sotolongo (pr1921@dadeschools.net) |

Monitor implementation of scaffolding instruction to ensure all students acquire the skills, academic vocabulary, and mastery of the content being taught and to motivate them to succeed. (November 1 - December 21, 2021)

| **Person Responsible** | Rita Rodriguez (rirodriguez@dadeschools.net) |

Monitor student engagement in the learning as evidenced by the use of icebreakers, entry and exit tickets, inquiry-based/problem solving activities, concept sharing, and enhancing technology integration. Schoolwide goal is to enhance technology integration in the intermediate grades to reach the Modification stage of the SAMR Model. (November 1- December 21, 2021)

| **Person Responsible** | Rita Rodriguez (rirodriguez@dadeschools.net) |

Continue to monitor student engagement in the classroom with additional activities that require students to present and share work regularly, i.e., Think-Pair-Share, Lesson Reflections, KWL activities, PowerPoint Presentations, Cooperative Learning Groups, among others (may be done virtually via breakout rooms or TEAMS). (January 31- April 29, 2022)

| **Person Responsible** | Rita Rodriguez (rirodriguez@dadeschools.net) |

Incorporate virtual fieldtrips in the classroom to enrich the curriculum and create interactive experiences that address all learning styles and expose students to diverse perspectives. (January 31- April 29, 2022)

| **Person Responsible** | Ileana Sotolongo (pr1921@dadeschools.net) |

| #3. Culture & Environment specifically relating to Student Attendance | |
|---|---|
| **Area of Focus Description and Rationale:** | Student attendance is critical in helping students achieve in school. Schoolwide attendance declined during the last two years, and particularly last school year during virtual learning, in the number of students accruing 10 or more absences and the number of students reported as truant with 15 unexcused absences within a 90 calendar day period. |
| **Measurable Outcome:** | Daily, monthly, and quarterly student attendance reports will indicate increased student attendance and conversely, less truant students. |
| **Monitoring:** | Daily Attendance Bulletin, Class-wide Perfect Attendance tracking and showcasing in prominent bulletin board, Truancy meetings, home visits, counseling, referral to outside agencies, class incentives and rewards. |
| **Person responsible for monitoring outcome:** | Rita Rodriguez (rirodriguez@dadeschools.net) |
| **Evidence-based Strategy:** | Attendance Initiatives:<br>Positive:<br>Individual incentives and rewards including recognition, awards, prizes, activities as often as weekly.<br>Schoolwide attendance competition tracked via bulletin board and announcements; winning classes per grade level will receive a monthly reward activity/prize.<br>Negative:<br>Personal phone calls by teachers/staff; ClassDojo messages; Truancy Program Implementation. |
| **Rationale for Evidence-based Strategy:** | If Attendance Initiatives are implemented effectively and consistently, then it will result in higher student attendance and engagement. |

| Action Steps to Implement |
|---|

Introduce schoolwide attendance initiative to monitor, motivate, and incentivize students and staff members in order to decrease the number of excessive absences (10 or more), not related to COVID-19. (8/18/21)

| **Person Responsible** | Ileana Sotolongo (pr1921@dadeschools.net) |
|---|---|

Implement schoolwide perfect attendance incentive program including monthly reward activity and trophy to one class per grade level based on most days of perfect attendance. (September-October 2021)

| **Person Responsible** | Elli Diaz (ellidiaz@dadeschools.net) |
|---|---|

Provide interventions according to the Attendance Action Plan based on number of absences. (September-October 2021)

| **Person Responsible** | Rita Rodriguez (rirodriguez@dadeschools.net) |
|---|---|

Convene Attendance Review Committee (ARC) in person or virtually via Zoom and complete Truancy Referral as needed for students with 15 unexcused absences during a 90 calendar day period. (September-October 2021)

**Person Responsible** Rita Rodriguez (rirodriguez@dadeschools.net)

Provide an incentive program for teachers and staff members, including monthly recognition and token for perfect attendance during faculty and staff meetings. (September-October 2021)

**Person Responsible** Ileana Sotolongo (pr1921@dadeschools.net)

Continue to Implement schoolwide perfect attendance incentive program including monthly reward activity and trophy to one class per grade level based on most days of perfect attendance. (November 1-December 21, 2021)

**Person Responsible** Elli Diaz (ellidiaz@dadeschools.net)

Continue to provide interventions according to the Attendance Action Plan, including parent contact via phone and letter, as well as convene the ARC to initiate Truancy Referral process for students accruing 15 unexcused absences during a 90 calendar day period. Thus far 47 students have accrued a total (excused and unexcused) of 5 or more absences; only one student has been deemed to be truant. (November 1-December 21, 2021)

**Person Responsible** Rita Rodriguez (rirodriguez@dadeschools.net)

Continue to implement schoolwide perfect attendance incentive program including monthly reward activity to one class per grade level based on most days of perfect attendance, recognizing and highlighting class daily attendance via PA announcements and in a prominent bulletin board in the school cafeteria. (January 31- April 29, 2022)

**Person Responsible** Elli Diaz (ellidiaz@dadeschools.net)

Continue to convene Attendance Review Committee (ARC) as necessary to initiate Truancy Referral process, to identify variables affecting the families which may cause or contribute to truant behavior, and to offer assistance/referral to outside agencies, as deemed necessary. (January 31- April 29, 2022)

**Person Responsible** Rita Rodriguez (rirodriguez@dadeschools.net)

| #4. Leadership specifically relating to Managing Accountability Systems | |
|---|---|
| **Area of Focus Description and Rationale:** | Flamingo Elementary faculty ranks high in commitment to students and professional growth. However, there is a need for more accountability for teaching and learning. There is a need to analyze data more regularly and to refocus on our implementation steps. |
| **Measurable Outcome:** | Higher student performance on formative and summative assessments in all content areas; higher teacher effectiveness; more ownership and accountability of results both for students and teachers. |
| **Monitoring:** | Post Monitoring Bi-Weekly McGrawhill assessments, Mathematics and Science Topic Assessments, Unit Tests, i-Ready Diagnostics. |
| **Person responsible for monitoring outcome:** | Ileana Sotolongo (pr1921@dadeschools.net) |
| **Evidence-based Strategy:** | Managing Data Systems and Processes: Setting high expectations and goal setting (School Leadership Team, teachers, students) Data Chats after ELA Post Monitoring Bi-Weekly assessments, Math and Science Topic assessments, and i-Ready Diagnostics in order to assess effectiveness of instruction, make adjustments, and ensure students receive appropriate remediation/enrichment. Targeted Interventions based on student outcomes |
| **Rationale for Evidence-based Strategy:** | If we improve Managing Data Systems and Processes, it will result in schoolwide increased achievement, as well as improved teaching practices and productivity. |

| Action Steps to Implement | |
|---|---|
| Introduce area of focus of Managing Data Systems and Process to increase accountability and overall achievement. (8/18/21) | |
| **Person Responsible** | Ileana Sotolongo (pr1921@dadeschools.net) |
| School Leadership Team and teachers will meet to review most current available data to set goals and expectations. Teachers will in turn meet with their students to set high expectations and facilitate goal setting. (August - September 2021) | |
| **Person Responsible** | Elmo Sanchez (esanchezjr@dadeschools.net) |
| Teachers/Interventionists will provide appropriate levels of support for students to access their grade level content. (September-October 2021) | |
| **Person Responsible** | Rita Rodriguez (rirodriguez@dadeschools.net) |
| School Leadership Team will facilitate at a minimum quarterly Data Chats with teachers to adjust teaching strategies. Teachers will hold Data Chats with students after Unit/Topic and Quarterly Assessments to assess progress towards achieving their goals. (September-October 2021) | |
| **Person Responsible** | Ileana Sotolongo (pr1921@dadeschools.net) |

Teachers/Interventionists will continue to provide appropriate levels of support for students to access their grade level content. Provide additional training/modeling of the implementation of the new Reading Horizons and Elevate intervention programs. Have students complete IXL Mathematics diagnostic to later

complete path activities and assigned lessons geared to remediate identified areas of deficiencies.
(November 1-December 21, 2021)

**Person Responsible**    Rita Rodriguez (rirodriguez@dadeschools.net)

Teachers will provide appropriate timely feedback to students after Bi-Weekly McGraw-Hill assessments, Mathematics and Science Topic Assessments, Unit Tests, and i-Ready Diagnostics. Students will track their own progress via Data Trackers, charts, and Goal setting forms. (November 1 - December 21, 2021)

**Person Responsible**    Rita Rodriguez (rirodriguez@dadeschools.net)

Continue to monitor rigorous instruction and fidelity of the interventions to ensure students are accessing their grade level content. Continue to maximize the support and services offered to our SWD students in their inclusive or resource settings.
(January 31- April 29, 2022)

**Person Responsible**    Rita Rodriguez (rirodriguez@dadeschools.net)

Continue to hold Data Chats with teachers after formative assessments to adjust instruction and interventions and monitor the implementation of Teacher-Student Data Chats as evidenced by students' print or digital Data Trackers or Class Notebooks on TEAMS. (January 31- April 29, 2022)

**Person Responsible**    Ileana Sotolongo (pr1921@dadeschools.net)

## Additional Schoolwide Improvement Priorities

Using the 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.

**Flamingo Elementary School reported 0.4 incidents per 100 students. When compared to all elementary schools statewide, it falls into the low category. The school ranked #533 out of 1,395 in the state and #64 out of 121 elementary schools in the county. The school also ranked #1 in both state and county in the number of suspensions in 2019.**
**However, in light of the impact of the Pandemic on children, we have identified our primary area of focus will be addressing students' mental health as it may manifest in acts of violence towards self or others. The School counselor together with the Healthy Me Program counselor will help promote social and emotional competency and build resilience. They will teach and reinforce positive behaviors and decision-making to ensure a positive and safe school environment.**
**Our secondary area of focus will be bullying prevention. The school counselor and the Healthy Me Program counselor will implement an Anti-Bullying Campaign to raise awareness of the dynamics of bullying situations and offer peaceful alternatives to resolving conflict. They will reinforce a culture of respect and inclusivity.**

## 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.**

Our school continues to build a positive school culture and environment by addressing the three R's of Respect, Responsibility and Relationships. Respect and Responsibility are taught and modeled from the top down. Our School Leadership Team, Guidance Counselor, and teachers work with students to set personal goals both academic and behavior, track their progress, and celebrate their successes. the school guidance counselor conducts individual class presentations on the Code of Student Conduct at the beginning of the school year. She makes schoolwide announcements and along with administration, facilitated delivery of Values Matter curriculum activities throughout the school year.

The school guidance counselor and administrators communicate the schoolwide incentive programs for students who exhibit proper behavior and positive attitude. Some activities that enrich and highlight these efforts 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 and our own MDCPS Police. Students and staff members are also nominated and recognized for exemplifying the value of the month.

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

Our School Leadership Team, comprised of administrators, counselor, and teacher leaders, are all involved in building a positive school culture and environment. The Principal oversees all school initiatives and plans team-building and morale boosting activities throughout the school year. She offers forums of formal and informal collaboration and sharing among teachers and staff members. The Assistant Principal and Community Involvement Specialist monitor activities, participation, and disseminate the information among all stakeholders via a Weekly Staff Bulletin and a Monthly Parent Activity Calendar. The school counselor and our Healthy Me Program partner counselor implement curricula for students to develop healthy self concepts and to make positive choices. The Teacher Leaders, mostly Grade Level Chairpersons and SAC members, assist in the two way communication with our stakeholders. All stakeholders are responsible for building positive relationships with students, parents, and families, to ultimately affect achievement, productivity, and satisfaction.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Differentiation | $0.00 |
|---|--------|----------------------------------------------------------|-------|
| 2 | III.A. | Areas of Focus: Instructional Practice: Student Engagement | $0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Student Attendance | $0.00 |
| 4 | III.A. | Areas of Focus: Leadership: Managing Accountability Systems | $0.00 |
| | | Total: | $0.00 |