

Miami-Dade County Public Schools

# Flagami Elementary School



2022-23 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>14</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2021-22 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>	2021-22: A (76%) 2018-19: A (77%) 2017-18: A (68%)
<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>	N/A
* 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>14</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Flagami Elementary School

920 SW 76TH AVE, Miami, FL 33144

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	90%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A	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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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>
Coles, Kelly	Other	<p>As Flagami Elementary's Media Specialist, Ms. Coles works as a colleague with classroom teachers to support student learning in all content areas. Ms. Coles focuses on individual and group professional development that will expand and refine the understanding of research-based effective instruction. As the Media Specialist, 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. Furthermore, she works with all students to increase interest and achievement in reading through engaging lessons, circulation of Media Center resources, and integration of technology to support both students and teachers.</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 2022 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 2022 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.*

6

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

25

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

351

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

0

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

0

**Demographic Data**

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	28	52	57	59	46	50	0	0	0	0	0	0	0	292
Attendance below 90 percent	4	9	3	2	2	5	0	0	0	0	0	0	0	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	0	1	2	0	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	1	5	11	0	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	1	0	0	3	10	0	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	



Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	1	1	9	0	0	0	0	0	0	0	12

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Friday 7/15/2022

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	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	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	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

**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	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	1	0	0	1	1	9	0	0	0	0	0	0	0	12

**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	0	0	0	0	0	0	0	0	0	0	0	0	1
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	77%	62%	56%				68%	62%	57%
ELA Learning Gains	72%						71%	62%	58%
ELA Lowest 25th Percentile	65%						86%	58%	53%
Math Achievement	84%	58%	50%				78%	69%	63%
Math Learning Gains	78%						80%	66%	62%
Math Lowest 25th Percentile	73%						79%	55%	51%
Science Achievement	84%	64%	59%				74%	55%	53%

**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.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	60%	-14%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	76%	64%	12%	58%	18%
Cohort Comparison		-46%				
05	2022					
	2019	64%	60%	4%	56%	8%
Cohort Comparison		-76%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	67%	-1%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	83%	69%	14%	64%	19%
Cohort Comparison		-66%				
05	2022					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-83%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2022					
	2019	69%	53%	16%	53%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	50			60							
ELL	66	66	53	76	73	67	82				
HSP	78	71	65	84	78	71	84				
FRL	77	70	65	84	80	76	83				
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				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	77
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	84
Total Points Earned for the Federal Index	617
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	67
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	77
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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%	0
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%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	77
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

According to the 2022 FSA school data, the emerging trend from the FSA Spring ELA Reading and Math data is an upward trend. Results indicate an increase occurred in most academic levels and areas as well as in the Learning Gains Sub Category for Reading and shows a decrease in Math Learning Gains and L25%. All ELA Category Subgroup Learning Gains increased by 1 percentage from 71% to 72 percentage points compared to the Spring 2019 administration. All ELA Subgroups Learning Gains L25 decreased by 21 percentage points. All Math Subgroups overall Learning Gains decreased by 2 percentage point to 78% as compared to 80% in 2019. Math Learning Gains of the L25 decreased across 3-5 grade levels by 6 percentage points to 73% compared to 79%, in 2019 FSA. Science Subgroups Achievement levels increased by 10 percentage points to 84% compared to the 74% achieved in the 2019 NGSS FCAT Science. Our ELA SAT and Math SAT scores from K-2 showed an overall decrease in all grade levels. Kindergarten ELA SAT demonstrated a decreased from 83% to 66%, 1st grade decreased from 54% to 53%, and 2nd grade decreased from 63% to 57%. In Math Kindergarten showed a decrease from 59% to 43%, 1st grade decreased from 62% to 52% and 2nd grade decreased from 69% to 57%. An increase was demonstrated by Third Grade Reading proficient students who increased by 30 percentage points from 48% to 78%.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the the 2022 state assessments data, the area that demonstrates the greatest need for improvement is the L25 Math and Math learning gains which showed a decrease of 6% and 2% respectively from 2019 as compared to 2022. Although there was a significant decrease in L25 ELA learning gains from 2019 to 2022, there was an increase in L25 learning gains for ELA from 2021 to 2022.

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

At Flagami Elementary, we have been focusing 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 both job-embedded and through the Miami Learns Initiative 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 2022 state assessments, showed the most improvement?**

Our proficiency levels in ELA Reading, Math and Science show an increase in the overall achievement and a decrease in the Learning Gains and L25% in both Reading and Math compared to the 2019 Spring Administration. When comparison to the 2021 administration all achievement levels, grades, and subgroups showed an impressive increase overall. ELA 3rd grade overall mastery increased from 48 percentage points in 2019 to 78 percentage points on the 2022 FSA. This was the area that reflected the most improvement.

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

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 2022-2023, 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. Teachers will continue to focus on the implementation of the B.E.S.T. standards-based instruction to ensure we are targeting students for academic 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, Universal Design Learning (UDL), 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 MTSS/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 whole group professional development sessions and job-embedded professional development on the implementation of Technology: Schoology & Mc-Graw Hill Wonders Digital (September/2022), Aligning Resources to Small Group Instruction using the B.E.S.T. Standards (October/2022), Using Data Triangulation to Impact Student Success (November/December/22), and B.E.S.T. Standard-Based Instruction (ongoing). The Leadership Team will support individual teachers with specific instructional needs and that will be ongoing throughout the 2022-2023 school year. We will continue to implement the Miami Learns Initiative and will be proposing and advertising professional development courses throughout the year in collaboration with our Miami Learns Team Leaders.

**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.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



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

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the data reviewed, our school will implement the Targeted Element of Differentiation. Our findings demonstrated learning gains for the lowest 25% subgroup reflect the lowest increase, and is an area that is in need of improvement. The ELA L25 learning gains decreased from 86% percentage points in 2019 to 63% percentage points on the 2021 FSA. In the 2022 FSA ELA Reading, the learning gains of the L25 subgroup increased by 2 percentage points. Overall Learning Gains for the lowest 25% will focus on Tier 2 and Tier 3 intervention and differentiation instruction in teacher led centers. However, with differentiated instruction in place, each student's needs will be met. We will focus the scaffolding instruction necessary for the L25 subgroup to access grade-level content in order to make learning gains and accelerate students toward closing the academic gap and towards proficiency.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully monitor student progress and implement differentiation instruction, then students in grades 3-5 will demonstrate an increase in ELA Reading and Math proficiency as measured by the 2022-2023 F.A.S.T. Assessments. If teachers use on-going progress monitoring data to re-teach deficient skills in phonics, academic vocabulary, and comprehension skills, during teacher led centers, while using DI strategies, our students proficiency levels will increase in ELA on the 2022-2023 F.A.S.T. by 5 percentage points from PM1 to PM2. If student proficiency rates increase then students will demonstrate academic growth across all grade levels and sub-groups.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

The Flagami Leadership Team will conduct quarterly data chats, monitor adjustment of groups based on current data, and follow up with regular walkthroughs to ensure quality differentiated instruction is taking place. Teachers will conduct data chats with students and parents and provide actionable feedback to help students self monitor and set learning goals. Teachers will develop iReady data trackers to monitor weekly usage and a schoolwide recognition program to highlight individual class successes. The MTSS team will meet biweekly to monitor OPM data and refer students for additional supports.

**Person responsible for monitoring outcome:**

Maria C. Mason (mcmason@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

The evidence-based strategy for this Area of Focus is Differentiated Instruction. Differentiated Instruction is an instructional framework where students are provided with different strategies and/or content as needed in order to ensure the student has the knowledge based necessary to master grade level standards. Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Ongoing Progress Monitoring. The McGraw-Hill Wonders Reading Series provides Ongoing Progress Monitoring (OPM) which is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate

**implemented for this Area of Focus.**

the effectiveness of instruction. OPM can be implemented with individual students or as a whole group. OPM data will be collected and student performance on OPM assessments will enable teachers to identify areas of need and to group by instructional needs for small group instruction aligned to overarching goals in order to re-teach those weak standards.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The strategy of Differentiated Instruction has been selected due to the fact that our data consistently indicates that our L25% of students are not meeting mastery. If teachers focus only on grade level standards and curriculum, without providing students with the basic skills needed to access those grade level skills, then student proficiency levels will continue to decline in Reading. Ongoing Progress Monitoring will ensure that student needs are being met and instructional resources are aligned to formative assessment results. Ongoing Progress Monitoring (OPM) is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. OPM can be implemented with individual students or an entire class.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/31-10/14 -Provide Professional Development for teachers on effective implementation of differentiated instruction in Reading and Math that is aligned to the school goals based on data. As a result, teachers will develop classroom systems that are conducive to small group instruction based on results of topic assessments. Teachers will receive professional development focusing on using i-Ready prerequisite skills reports to mitigate learning losses during DI. As a result, teachers will utilize the prerequisite skills report to develop lessons plans that reflect differentiation that is specific to student need.

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

08/31-10/14 -Administration will conduct classroom walkthroughs during the time that differentiated instruction is scheduled to take place. As a result, administration will provide feedback and have constructive conversations with teachers regarding the implementation of differentiated instruction.

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

8/31-10/14 - Data will be utilized to ensure students are placed in the correct Tier of Instruction based on current data while using the Curriculum Decision Tree for ELA and MTSS Intervention Placement Chart for Math. As a result, all students will receive the appropriate intervention.

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

8/31-10/14 - Administration will provide common planning for all grade levels to ensure students' instructional needs are met through differentiated instruction. Support will be provided to interpret and utilize the reports on F.A.S.T. PM 1 and Performance Matters to develop targeted skills. As a result, instruction will be aligned to individual student needs.

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

10/31-12/16 – Based on the impact review, our school will continue to provide Professional Development including onsite mandatory PD day for teachers on effective implementation of differentiated instruction in

Reading and Math that is aligned to school based goals. As a result, teachers will use data from AP1 FAST and iReady to develop lessons to meet specific student needs based on current data.

**Person Responsible** Kelly Coles (kcoles@dadeschools.net)

10/31-12/16 – Administration will ensure teachers are providing identified students with Tier 3 Intervention using Reading Horizons Discovery and Elevate programs. Weekly planning and following the Tier 3 District Intervention Pacing guides with support from our Intervention Liaison will occur. As a result, identified students can master grade level content and fill in academic gaps.

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

**#2. Instructional Practice specifically relating to B.E.S.T. Standards**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the data review, our school will implement the targeted element of B.E.S.T. standards. According to the FSA ELA Reading results, achievement increased from 68% percentage points in 2019 to 77% percentage points in 2022. FSA Math achievement results show an increase from 78% percentage points in 2019 to 84% percentage points in 2022. The 2022 State assessment data shows an increase in all academic areas including our L25%, which demonstrated the least amount of increase. Due to the roll out for implementation of the B.E.S.T. standards, teachers must properly teach and implement the B.E.S.T. standards. Therefore, it is evident that we must improve our ability to align our instruction based on the levels of the students we serve. We will provide the scaffolding necessary for our students to access grade-level content to make learning gains and move towards learning gains. Instructional Practice specifically relating to B.E.S.T. Standards will focus on providing our teachers with all the professional development, modeling, and coaching needed as they navigate through this new implementation period. This will ensure they have a clear and concise understanding of the new state standards and how to use them to create rigorous lessons that are engaging, standard-driven, and grade level specific which will provide our students with a solid curriculum base that will ensure academic success.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement the B.E.S.T. standards-aligned instruction, then our 2022-2023 F.A.S.T. scores will increase by a minimum of 3 percentage points when comparing the 2022-2023 F.A.S.T. Assessment PM 1 to PM 3.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership Team will participate in collaborative planning meetings to track and monitor for active participation and the alignment of standards to student's end products. Administrators will review biweekly/topic assessment results to monitor student progress. The Leadership Team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with informal walkthroughs to ensure quality standard-based instruction is taking place. Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on standards. Extended learning opportunities will be provided to those students who are not showing growth. This area of focus will be monitored for the desired outcome. A ELA liaison will assist teachers in data tracking and ensuring the proper implementation of the B.E.S.T. standards.

**Person responsible for monitoring outcome:**

Maria Garcia (mdgarcia@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-**

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons will include detailed

**based strategy being implemented for this Area of Focus.**

objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

**Rationale for Evidence-based**

**Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

In order to plan for an effective lesson, teachers must first understand the expected outcome. With that said, it is imperative that our teachers understand the demands of the B.E.S.T. standards, Expected Expectations and the Clarification of the learning targets in order to effectively plan and deliver lessons that meets those demands. B.E.S.T. Standard-Aligned/Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/31-10/14 - The Flagami Leadership Team will offer on going in-house and District workshops to ensure that all teachers are proficient in the B.E.S.T. standards. Teachers will use common planning, District provided pacing guides, Instructional Block Framework, McGraw-Hill Wonders, and Big Ideas Learning to plan for instruction. As a result, teachers will be able to successfully implement the B.E.S.T. standards in Reading and Math.

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

08/31-10/14 - Teachers will learn how to best triangulate their data by using all available data sources to plan and execute specific and laser-focused standard-aligned lessons. If teachers can access and analyze their data, then they can plan to effectively to reteach or enrich their students, based on their individual needs. Teachers will plan for instruction inclusive of ELL strategies, as a result students in our ELL subgroup will gain knowledge of Tier II/III academic vocabulary words. This will ensure student academic success and proficiency in grade level specific content.

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

08/31-10-14 - To effectively address Standards-Aligned instruction, administration will use IPEGS standards to set the tone for the weekly walk-throughs. As a result, teachers will know to incorporate statutory requirements with respect to effective teaching practices.

**Person Responsible** Emperatriz Maldonado (pr1841@dadeschools.net)

08/31-10/14 - Teachers will utilize a school-wide data tracker in order for all staff members/stakeholders (i.e. interventionists, before and after-schools tutors, administrators, ESE teachers etc.) are able to ensure that all students are receiving the specific standards-based instruction they need. If all stakeholders have access to all student data points, then all stakeholders will be able to utilize student data to strategically plan lessons that meets the needs of students.

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

10/31-12/16 – Leadership team will assist teachers in analyzing FAST AP1 and iReady AP1 data during data chats to discuss and identify standards and benchmarks that need to be addressed. As a result, teachers will make adjustments to their instruction to ensure students are mastering the B.E.S.T. Standards in Reading and Math.

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

10/31-12/16 – Leadership team will create and send a survey for teachers to identify areas of concerns that need support for the implementation of the new standards. Based on this data, resources and model lessons will be planned and shared as needed. As a result, instruction will improve if teachers have support to fully implement Florida B.E.S.T. Standards.

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

10/31-12/16 – Leadership team will assist teachers in analyzing FAST AP1 and iReady AP1 data during data chats to discuss and identify standards and benchmarks that need to be addressed. As a result, teachers will make adjustments to their instruction to ensure students are mastering the B.E.S.T. Standards in Reading and Math.

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

10/31-12/16 – Leadership team will create and send a survey for teachers to identify areas of concerns that need support for the implementation of the new standards. Based on this data, resources and model lessons will be planned and shared as needed. As a result, instruction will improve if teachers have support to fully implement Florida B.E.S.T. Standards.

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

**#3. Positive Culture and Environment specifically relating to Communication**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** Based on data from the school created EOY SIP School survey, our school will implement the Targeted Element of Communication this year. On the EOY SIP School survey, 30% of staff members stated that better communication will improve the school culture. This area was a consensus among staff members. Teachers in the building feel that a more immediate communication strategy should be put in place by the Leadership Team that provides consistent and timely communication. Therefore, members of the Leadership Team will provide teachers with specific and various forms of effective communication that would improve the overall way of sharing and disseminating information to ensure that all teachers feel informed and included. By providing teachers with timely communication, student success will be positively impacted and not interrupted. The Leadership Team will work to communicate with all stakeholders to create a healthy school culture of communication.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** If we successfully implement the Targeted Element of Communication through the building of staff connections, our staff members will feel valued and have a sense of belonging. With consistent staff relationship opportunities, we expect our school created EOY SIP School survey results relating to communication to decrease from 30% to 10% demonstrating that staff feels communication has improved school-wide.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** The Leadership Team will create and implement a specific communication forum on Schoology and through an ongoing digital calendar and weekly update bulletin teachers will obtain the immediate communication they are requesting. The Leadership Team will document specific feedback on any concerns or issues addressed by instructional staff so that any concerns can be properly addressed in a timely manner. During leadership team meetings, feedback, next steps, and upcoming events will be discussed to and addressed with teachers and ongoing progress updates will be provided and documented in the various forms for communication so that all stakeholders are in the know.

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

**Evidence-based Strategy: Describe the evidence-based strategy being** Within the Targeted Element of Communication, we will focus on the evidence based strategy of: Verbal Communication. Verbal Communication strategy can be either oral communication or written communication. Examples of written communications are text, chats, newsletters, calendars and emails. By providing teachers with a variety of written forms of communication it will keep them informed and prepared.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Creating "Fox Communication Weekly Newsletter/Bulletin and Schoology Flagami Group", the leadership team will be held accountable to provide teachers with specific and ongoing information, as well as timely updates, this should keep teachers up-to-date and provide them with enough time to plan accordingly, which will in turn increase student achievement.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/12-10/14 - Overseeing the creating and implementation of a school-wide digital calendar on the learning management system Schoology, which will encompass all instructional and school-wide events and deadlines so that teachers can properly prepare and plan accordingly. As a result, all staff members will be informed on a timely basis of all instructional deadlines and assessments windows.

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

08/22 -10/14 - Creating and disseminating of a school-wide digital bulletin, which will include academic information, academic focus and relevant testing dates and prevalent information for specific grade levels. Ongoing information on School Improvement Plan goals and strategies will also be included. As a result, all staff members have access to weekly and upcoming school-wide information to be able to plan accordingly.

**Person Responsible** Kelly Coles (kcoles@dadeschools.net)

8/29-10/14 - Establish a Broadcasting news team in which students take ownership in providing current information school wide. As a result, student and staff communication will increase and student leadership will be developed.

**Person Responsible** Kelly Coles (kcoles@dadeschools.net)

8/12-10/14 - A Flagami Faculty and Staff Group will be created on Schoology and utilized regularly to disseminate important updates, resources, school calendar, and share communications. As a result, faculty and staff have access to consistent communication about weekly school information.

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

10/31-12/16 – The school website will be updated with current information to communicate with the students, staff, families, and community. By keeping the school website updated, all stakeholders will have increased communication available from different resources.



**Person Responsible** Kelly Coles (kcoles@dadeschools.net)

10/31-12/16 – Faculty and staff will begin collaborating and communicating using the Schoology Grade Level Groups as well as the Faculty and Staff Group in order to build communication within and across the grade levels. This will ensure teachers and staff will be able to share best practices and information from ongoing professional development including Miami LEARNS. As a result, teachers will take ownership in providing communication to their perspective grade levels and school wide.

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

**#4. Transformational Leadership specifically relating to Instructional Leadership Team**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Results of the 2022 School Climate Survey indicated that 100% of teachers felt overwhelmed and overloaded. The Instructional Leadership Team will consistently craft ways to encourage a culture of collaboration among teachers to improve instruction through focusing on student achievement and learning and coordinating the improvement of instruction in the school, based on data. Flagami’s Leadership Team strives to be an effective instructional leadership team that will focus on the powerful drivers for school instructional improvement and significantly in increasing student achievement, participation and instructional practice. When rating the school based on the Leadership Competencies, the school consistently reflects a need of improvement in the continued development in teachers often times feel overwhelmed and indicate this on the annual climate survey. Teachers often stating that they "frequently feel overloaded and overwhelmed" at the school. The targeted focus of Leadership Development will allow a variety of teachers to take on leadership roles at the school. By empowering a variety of Teacher Leaders within the faculty, school events and initiatives will be better distributed and teachers will feel less overwhelmed.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly meetings. This will be realized through teachers participating in the logistical elements of meetings, presenting ideas to solve issues that arise, etc. If we increase the number of Teacher Leaders at the school site, then school activities and events can be better distributed among stakeholders so that each individual teacher's workload does not become overwhelming. This will decrease the number of teachers who feel overwhelmed as stated on the Climate Survey from 100% to 60%.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

The Leadership Team will identify specific staff members that are experts in areas that will serve as leads with new initiatives and development and maintain constant communication with all staff members. Clear roles and responsibilities for all subject area leaders and committee chairpersons will be provided. By involving teachers and providing clear direction, 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. Key stakeholders will be identified to take on leadership roles and thus distribute leadership work loads more effectively. The Leadership Team will then ensure that due dates are being adhered to and that work is being distributed evenly among all stakeholders.

**Person responsible for monitoring outcome:**

Maria C. Mason (mcmason@dadeschools.net)

**Evidence-based Strategy: Describe the evidence-based**

The evidence-based strategy for this Area of Focus is Shared Leadership. By identifying and developing the leadership skills of a variety of stakeholders, shared problem-solving and decision-making by a collaborative group will enable all stakeholders share the responsibility for student learning.

**strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

With all of the responsibilities that classroom teachers face every day, there are many instances where a few, selected individuals carry all of the responsibilities for school events and initiatives. This often leads to teachers feeling overwhelmed and over-stressed. By developing a larger number of teacher leaders and distribution roles and responsibilities in a deliberate fashion, the school can ensure that work is divided evenly and teachers feel supported by their teams/committees when implementing school initiatives.

**Action Steps to Implement**  
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/12 - The Opening of Schools Professional Development session will be presented as a team of instructional teachers as opposed to completely presented by the Administrative Team. As a result, this will set the tone for the year as more teachers take on leadership roles and provide feedback and sharing of best practices in monthly meetings and grade level planning sessions.

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

09/06 - Teachers will select committees for the 2022-2023 school year. Once committees are selected, each committee will designate a Chairperson who will act as a liaison between the committee and the Leadership Team. As a result, teachers will be able to help plan one or two key events during the year based on preference. This will limit the number of additional responsibility any one teacher will have during the school year.

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

8/31-10/14 - Our school PLST will be selected for the 2022-2023 school year to ensure support is distributed among all staff members on any school wide or specific needs. This includes planning and implementing school based professional development. As a result, teachers and staff will receive support and targeted professional development opportunities to minimize the burden of curriculum implementation.

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

8/31-10/14 - During collaborative planning and faculty meetings, staff members will have the opportunity to share best practices and information gained from different professional development opportunities including the teachers participating in Miami LEARNS. This information can also be shared in the grade level groups or faculty and staff group within Schoology. As a result, teachers will have access to the latest updates and best practices while distributing responsibilities for shared information across the faculty.

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

10/31-12/16 – During collaborating planning and faculty meetings, teachers will continue to share best practices and information learned from various professional development opportunities including the teachers participating in Miami LEARNS. This process will ensure the continued distribution of responsibilities and support amongst their colleagues.

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

10/31-12/16 – Based on the PLST Professional Development Interest Survey results, an action plan will be developed by our PLST to determine a professional development goal and action steps taken to ensure staff needs are met. This includes planning for and delivering our site based professional development activity for 11/8/22. As a result, teacher leaders will be able to deliver targeted professional development that were specified by our teachers as an area of interest.

**Person Responsible** Kelly Coles (kcoles@dadeschools.net)

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Flagami Elementary addresses building a positive school culture and environment through the student, parent, community, and teacher/staff involvement. At the "Home of the Foxes", we strive to ensure that all students feel loved, happy and secure in their school environment. Through many events and activities, a positive school culture is created amongst all the stakeholders. We build a positive school culture on a daily basis by setting clear, specific school-wide goals, involving all stakeholders in school-wide decisions and programs, celebrating successes, and maintaining consistent, open communication between all stakeholders. The school consistently attempts to highlight positive events, actions, and outcomes for students as well as teachers. Opportunities are provided for both formal and informal, where stakeholders gather to celebrate events and successes which builds a sense of community between faculty members, students, and families.

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

At Flagami Elementary ALL stakeholders are involved in building a positive school culture and environment. Our Principal, Assistant Principal, Media Specialist, Teacher Leaders and Counselor all play a vital role in making sure all foxes feel seen and included. The Principal and Assistant Principal's role is to monitor and oversee all the school's initiatives and address concerns with morale through honest communication and feedback, and morale boosting activities. By participating in the planning of team building events and

activities throughout the school year. Administrators also ensure that stakeholders are included in school-wide decisions and that open lines of communication are established and maintained throughout the school year. Teacher Leaders and the Media Specialist assist in providing and responding to feedback from stakeholders and assist with the planning and implementation of incentive programs for students at the school. In addition, they help in the overseeing of team building activities and social activities. All stakeholders have a responsibility to make an effort to connect and build relationships with students, parents, colleagues, administration and families. The Leadership Team as a whole also ensures that there are open lines of communication between administration and teachers so that suggestions and/or concerns are addressed efficiently and effectively. At Flagami we are a culture of LOVE and RESPECT that is felt the minute you walk into our doors and walk our hallways. All are WELCOMED in the Home of the Lil Foxes!