# Flagami Elementary School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Flagami Elementary School

## 920 SW 76TH AVE, Miami, FL 33144

## http://flagamielementary.dadeschools.net/

### School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

| Additional Target Support and Improvement (ATSI) |
|---|
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |
| **Targeted Support and Improvement (TSI)** |
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |
| **Comprehensive Support and Improvement (CSI)** |
| A school can be identified as CSI in any of the following four ways:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|---|---|---|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

**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 Department 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.

# 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**
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 as it relates to SIP implementation for each member of the school leadership team.**:**

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| Maldonado, Emperatriz | Principal | As principal of Flagami Elementary, Ms. Emperatriz Maldonado oversees the daily activities and operations within our school and our community. Principal Maldonado'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. Maldonado also strives to maintain the integrity, fidelity, and consistency of our student's academic and emotional success. Ms. Maldonado's main goal is to ensure a safe and healthy school environment for all our students, teachers, staff, and parents. |
| Garcia , Maria | Assistant Principal | As Assistant Principal of Flagami Elementary, Ms. Maria D. Garcia assists inthe supervision of daily activities and school operations within our school. Assistant Principal Garcia's main duties include: to assisting Principal Maldonado 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. |
| Fernandez, Jennifer | School Counselor | 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. |
| Coles, Kelly | Other | 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. |

**Stakeholder Involvement and SIP Development**
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To involve stakeholders effectively, various strategies are employed. First, the school leadership team conducts regular meetings and workshops to engage teachers and staff members in discussions about the school's strengths, challenges, and improvement priorities. These sessions provide an opportunity for input and feedback from those directly involved in the daily operations of the school.

Parents and families are engaged through parent-teacher meetings, open houses, and parent surveys. These avenues enable them to voice their concerns, suggestions, and aspirations for their children's education. Additionally, our school conducts regular EESAC meetings in which we can gather feedback from parents and community members. Their input can offer insights into potential partnerships, resources, and support that can enhance the school's improvement efforts.

Throughout the SIP development process, the input received from stakeholders is carefully considered. The school leadership team analyzes the data, feedback, and recommendations provided by the various groups. They identify common themes, prioritize goals, and align strategies accordingly. By incorporating stakeholders' input, the resulting SIP becomes a collaborative effort, reflective of the entire school community's aspirations and needs.

**SIP Monitoring**
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

One common approach is the use of data-driven assessments and progress monitoring tools. These help our educators track student performance, identify areas of improvement, and measure progress towards the B.E.S.T. standards in Reading and Math. Regular data analysis enables the school to identify achievement gaps and target interventions and supports for students who need them most.

Furthermore, ongoing professional development for teachers is crucial. It helps them implement research-based instructional practices and strategies aligned with the SIP goals. Through targeted on-site professional development provided by our own PLST members and regular collaborative meetings, teachers can share best practices, reflect on their teaching methods, and make adjustments to address the specific needs of their students.

To ensure continuous improvement, the school revises the SIP as necessary. This process involves reviewing the data, evaluating the effectiveness of implemented strategies, and considering feedback from stakeholders. The school leadership team leads this review process, making informed decisions about adjustments and refinements to the plan. It is essential that revisions align with emerging needs, address identified gaps, and incorporate evidence-based practices to drive further improvement.

In summary, the SIP's regular monitoring, revision, and continuous improvement rely on the use of data, ongoing professional development, and collaborative decision-making processes that involve stakeholders at various levels. This ensures a dynamic and responsive approach to narrowing achievement gaps and improving student outcomes in alignment with the State's academic standards.

## Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|---|
| **2023-24 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 |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 99% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 90% |
| **Charter School** | No |
| **RAISE School** | Yes |
| **ESSA Identification** *updated as of 3/11/2024 | N/A |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL) |
| **School Grades History** *2022-23 school grades will serve as an informational baseline. | 2021-22: A 2019-20: A 2018-19: A 2017-18: A |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 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 | |
| Absent 10% or more days | 9 | 5 | 1 | 3 | 3 | 4 | 0 | 0 | 0 | 25 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in English Language Arts (ELA) | 0 | 1 | 3 | 4 | 0 | 1 | 0 | 0 | 0 | 9 |
| Course failure in Math | 0 | 1 | 5 | 2 | 0 | 6 | 0 | 0 | 0 | 14 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 24 | 16 | 20 | 0 | 0 | 0 | 60 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 9 | 10 | 14 | 0 | 0 | 0 | 33 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 14 | 22 | 21 | 25 | 19 | 28 | 0 | 0 | 0 | 129 |

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 1 | 1 | 12 | 8 | 16 | 0 | 0 | 0 | 38 |

**Using the table above, complete the table below with the number of students identified retained:**

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

## Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 4 | 9 | 3 | 2 | 2 | 5 | 0 | 0 | 0 | 25 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 4 |
| Level 1 on statewide ELA assessment | 0 | 0 | 1 | 5 | 11 | 0 | 0 | 0 | 0 | 17 |
| Level 1 on statewide Math assessment | 1 | 0 | 0 | 3 | 10 | 0 | 0 | 0 | 0 | 14 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

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

## Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 4 | 9 | 3 | 2 | 2 | 5 | 0 | 0 | 0 | 25 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 4 |
| Level 1 on statewide ELA assessment | 0 | 0 | 1 | 5 | 11 | 0 | 0 | 0 | 0 | 17 |
| Level 1 on statewide Math assessment | 1 | 0 | 0 | 3 | 10 | 0 | 0 | 0 | 0 | 14 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

**ESSA School, District and State Comparison (pre-populated)**
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 72 | 60 | 53 | 77 | 62 | 56 | 66 | | |
| ELA Learning Gains | | | | 72 | | | 58 | | |
| ELA Lowest 25th Percentile | | | | 65 | | | 63 | | |
| Math Achievement* | 79 | 66 | 59 | 84 | 58 | 50 | 65 | | |
| Math Learning Gains | | | | 78 | | | 50 | | |
| Math Lowest 25th Percentile | | | | 73 | | | 50 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 76 | 58 | 54 | 84 | 64 | 59 | 53 | | |
| Social Studies Achievement* | | | | | 71 | 64 | | | |
| Middle School Acceleration | | | | | 63 | 52 | | | |
| Graduation Rate | | | | | 53 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 78 | 63 | 59 | 84 | | | 72 | | |

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 76 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 379 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 77 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 617 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100 |
| Graduation Rate | |

**ESSA Subgroup Data Review (pre-populated)**

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| **ESSA Subgroup** | **Federal Percent of Points Index** | **Subgroup Below 41%** | **Number of Consecutive years the Subgroup is Below 41%** | **Number of Consecutive Years the Subgroup is Below 32%** |
| SWD | 50 | | | |
| ELL | 68 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 75 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 72 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| **ESSA Subgroup** | **Federal Percent of Points Index** | **Subgroup Below 41%** | **Number of Consecutive years the Subgroup is Below 41%** | **Number of Consecutive Years the Subgroup is Below 32%** |
| SWD | 67 | | | |
| ELL | 71 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | | | | |
| HSP | 77 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | | | | |
| FRL | 77 | | | |

**Accountability Components by Subgroup**
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

### 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 72 | | | 79 | | | 76 | | | | | 78 |
| SWD | 47 | | | 33 | | | | | | | 3 | 69 |
| ELL | 60 | | | 72 | | | 62 | | | | 5 | 78 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 72 | | | 79 | | | 74 | | | | 5 | 78 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 66 | | | 77 | | | 72 | | | | 5 | 81 |

### 2021-22 ACCOUNTABILITY 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 | ELP Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 77 | 72 | 65 | 84 | 78 | 73 | 84 | | | | | 84 |
| SWD | 50 | | | 60 | | | | | | | | 92 |
| ELL | 66 | 66 | 53 | 76 | 73 | 67 | 82 | | | | | 84 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 78 | 71 | 65 | 84 | 78 | 71 | 84 | | | | | 84 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 77 | 70 | 65 | 84 | 80 | 76 | 83 | | | | | 84 |

### 2020-21 ACCOUNTABILITY 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 | ELP Progress |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| All Students | 66 | 58 | 63 | 65 | 50 | 50 | 53 | | | | | 72 |
| SWD | 24 | 39 | | 45 | 50 | 45 | 29 | | | | | 58 |
| ELL | 65 | 56 | 45 | 67 | 54 | 62 | 49 | | | | | 72 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | | | |
| HSP | 66 | 58 | 63 | 64 | 49 | 50 | 54 | | | | | 72 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | 67 | 58 | 60 | 66 | 52 | 53 | 55 | | | | | 72 |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 48% | 56% | -8% | 54% | -6% |
| 04 | 2023 - Spring | 55% | 58% | -3% | 58% | -3% |
| 03 | 2023 - Spring | 59% | 52% | 7% | 50% | 9% |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 78% | 63% | 15% | 59% | 19% |
| 04 | 2023 - Spring | 70% | 64% | 6% | 61% | 9% |
| 05 | 2023 - Spring | 60% | 58% | 2% | 55% | 5% |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 52% | 50% | 2% | 51% | 1% |

# III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Based on the 2022-2023 FAST ELA PM3 Data, the reading data for grades 3rd-5th demonstrated the lowest performance component. Flagami Elementary had 59% of all third grade students demonstrating proficiency, 55% of all fourth grade students demonstrated proficiency, and 48% of all fifth grade students demonstrated proficiency. The main contributing factor in the decline of ELA data is the large amount of non-English speaking students that registered throughout the school year. The ELL population is over 50% of student population. Every grade level has a high percentage of ESOL Level 1 students.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Our lowest performance component is also the area that showed the greatest decline. Again, the main contributing factor in the decline of ELA data is the large amount of non-English speaking students that registered throughout the school year. The ELL population is over 50% of student population. Every grade level has a high percentage of ESOL Level 1 students.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

ELA Proficiency levels has the greatest gap due to the fact that this school historically shows growth in learning gains. Learning gains would positively impact this school's data ability to show academic growth.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement is the area of Mathematics for 3rd-5th grade. Based on the 2022-2023 FAST PM3 Data, the mathematics data for 3rd-5th demonstrated the highest performance. Flagami Elementary had 78% of all third grade students demonstrating proficiency, 70% of all fourth grade students demonstrated proficiency, and 60% of all fifth grade students demonstrated proficiency.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

After analyzing the EWI data, the area of concern is the amount of students scoring a level 1 in the 2023 FAST ELA in 3rd and 4th grade which include the students demonstrating a substantial reading deficiency. A second area of concern is the amount of students that have below 90% attendance. There is room for improvement by lowering the amount of students who have more than 18 absences.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Increasing ELA Reading proficiency levels in grades 3-5 by at least 5 percentage points. Increasing Math proficiency levels in grades 3-5 by at least 5 percentage points. Decrease the number of students with less than 90% attendance by at least 5 students.

**Area of Focus**
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM 3 data, 70% of 3rd grade students, 74% of 4th grade students, and 78% of 5th grade students with a 3rd-5th grade average of 74% were proficient in ELA as compared to the district average of 63% of students proficient based on the data and the identified contributing factors of: high number of level 1 and 2 ESOL students and a lack of fidelity implementing differentiated instruction, we will implement the Targeted Element of Instruction of Differentiation.

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

When we effectively track student progress and implement differentiated instruction, students in grades 3-5 are expected to show improvement in ELA Reading, as measured by the 2023-2024 F.A.S.T. PM3 Assessment. By utilizing ongoing data, teachers can identify areas of weakness in phonics, academic vocabulary, and comprehension skills, and provide targeted instruction during teacher-led small group using differentiated instruction strategies. This approach aims to increase our students' proficiency levels in ELA, with a target of a 5 percentage point growth on the 2023-2024 F.A.S.T. ELA Reading PM3 compared to the 2022-2023 assessment.

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

The Flagami Leadership Team will hold quarterly teacher data chats, monitor group adjustments based on current data, and conduct regular walkthroughs to ensure high-quality differentiated instruction. Teachers will engage in data chats with students and parents, offering actionable feedback to assist students in self-monitoring and goal-setting for their learning. They will also utilize data trackers to monitor weekly usage and establish a school-wide recognition program to celebrate individual class achievements. Additionally, the MTSS team will meet monthly to monitor OPM data and identify students who may require additional support.

**Person responsible for monitoring outcome:**

Emperatriz Maldonado (pr1841@dadeschools.net)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The selected evidence-based strategy for our Area of Focus is Differentiated Instruction. Differentiated Instruction is an instructional framework that involves providing students with various strategies and/or content tailored to their specific needs, ensuring they possess the foundational knowledge required to achieve mastery of grade level standards. Within the specific area of Differentiation, our school will concentrate on implementing the evidence-based strategy of data-driven decision making. Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction, and models of support.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

We have chosen the strategy of Differentiated Instruction based on consistent data that Reading is our lowest performance data. If teachers solely focus on grade level standards and curriculum, without equipping students with the necessary foundational skills to access those grade level skills, it will result in a continued decline in Reading proficiency levels. To address this, we will employ data driven decision

making to ensure that students' needs are being addressed and that instructional resources are aligned to make informed decisions based on students' academic needs. As a result of implementing differentiated instruction based on data driven decision making, students will be able to accelerate and enrich learning to increase in academic proficiency.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

We will offer teachers Professional Development sessions that focus on effective implementation of differentiated instruction in Reading and Math, aligning them with the school goals based on data analysis. This training will enable teachers to establish classroom systems that support small group instruction, guided by the outcomes of topic assessments and other data sources. Additionally, teachers will receive professional development specifically centered around utilizing data-driven decision making, drawing from sources such as FAST data, iReady, and other formative assessments. This approach will ensure that differentiated instruction is appropriately aligned to standards and data. As a result, teachers will be equipped to provide students with genuine opportunities to address their individual needs, leading to increased achievement in reading.

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

**By When:** 8/14/23-9/29/23

To support the implementation of differentiated instruction, administration will conduct weekly classroom walkthroughs. These walkthroughs will enable administrators to observe and assess the implementation of differentiated instruction in action. Following the walkthroughs, administrators will provide constructive feedback and engage in meaningful conversations with teachers regarding their approach to differentiated instruction. As a result, this process will foster collaboration and ensure ongoing support for teachers as they strive to effectively implement differentiated instruction.

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

**By When:** 8/14/23-9/29/23

The Leadership Team will facilitate collaborative planning sessions for all grade levels to ensure that students' instructional needs are effectively addressed through differentiated instruction. During these planning sessions, support will be provided to assist teachers in interpreting data by utilizing the reports generated by F.A.S.T. PM 1 and Performance Matters. By leveraging these reports, teachers will be able to identify specific areas where students require targeted skills development. As a result, instruction will be aligned to the unique needs of individual students, allowing for a more personalized and impactful learning experience.

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

**By When:** 8/14/23-9/29/23

**#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The analysis of student proficiency data on the 2022-2023 FAST PM3 in Reading (74%), Math (85%), and FCAT Science (78%) highlights the crucial need for benchmark-aligned instruction. Discrepancies across subjects and varying proficiency levels emphasize the importance of aligning instructional practices with established benchmarks. This approach enables targeted interventions to address learning gaps and promotes continuous progress monitoring. By implementing benchmark-aligned instruction, our teachers can bridge learning gaps, improve proficiency levels, and equip students with the necessary skills for academic and future 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 benchmark-aligned instruction, then our 2023-2024 Reading and Math F.A.S.T. scores will increase by a minimum of 5 percentage points when comparing the 2022-2023 Reading and Math F.A.S.T. Assessment PM 3 to the 2023-2024 F.A.S.T. Assessment PM 3.

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

The Leadership Team and teachers will engage in collaborative planning meetings to monitor active participation and align standards with students' end products. Administrators will regularly review biweekly/topic assessment results to track student progress. The Leadership Team will conduct quarterly data chats, making real-time adjustments to groups based on current data, and conducting informal walkthroughs to ensure high-quality, standards-based instruction. Data analysis during Leadership Team and grade level meetings will ensure student growth on standards, with extended learning opportunities provided to students who require additional support. Subject area liaisons will assist teachers in data tracking and ensuring the proper implementation of the B.E.S.T. standards, ensuring focus and desired outcomes are monitored.

**Person responsible for monitoring outcome:**

Emperatriz Maldonado (pr1841@dadeschools.net)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus is Student-Centered Learning. Student-Centered Learning refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies (physical or virtual) that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The selection of student-centered learning as the evidence-based strategy for the Area of Focus on Benchmark-Aligned Instruction is justified by its ability to provide individualized instruction, enhance student engagement and motivation, promote authentic and relevant learning, develop collaboration and communication skills, and cultivate lifelong learning skills. By incorporating student-centered practices within benchmark-aligned instruction, educators can effectively address the diverse needs of students, leading to improved academic outcomes and a more meaningful educational experience.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

To ensure proficiency in the B.E.S.T. standards, the Flagami Leadership Team will provide professional growth opportunities including ongoing in-house and District workshops for all teachers based on teacher needs and district initiatives. These opportunities will equip teachers with the necessary knowledge and skills to effectively implement the standards. Teachers will utilize common planning, District-provided pacing guides, the Instructional Block Framework, McGraw-Hill Wonders, and Big Ideas Learning as resources to plan instruction. This comprehensive approach will empower teachers to successfully incorporate the B.E.S.T. standards in both Reading and Math, and as a result increasing student mastery of learning outcomes.

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

**By When:** 8/14/2023-9/29/2023

Teachers will participate in professional growth activities provided by our PLST focused on developing student teams, student-centered learning structures, and collaborative routines such as summarizing maps. As a result, teachers will be able to create a more student-centered learning environment that will lead to increasing student academic achievement.

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

**By When:** 8/14/2023-9/29/2023

In order to ensure that all students receive the necessary benchmark-aligned instruction, teachers will utilize a school-wide data tracker. This tool will enable all staff members and stakeholders, including interventionists, before and after-school tutors, administrators, and ESE teachers, to access and utilize student data points. With this shared access, all stakeholders will be able to strategically plan lessons that meet the specific needs of students, utilizing the valuable insights gained from the comprehensive student data. By leveraging this collaborative approach, the entire educational community can work together to provide targeted instruction and support to every student, promoting their academic growth and success.

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

**By When:** 8/14/2023-9/29/2023

| #3. Positive Culture and Environment specifically relating to Other |
| --- |

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Through a careful review of the data, student attendance emerged as a crucial need. The analysis revealed a consistent pattern wherein low attendance rates directly correlated with decreased academic achievement and progress. By recognizing the strong link between attendance and student success, it became evident that addressing attendance issues is essential to improving overall educational outcomes. Therefore, creating an attendance and prioritizing student attendance initiatives will be a key focus in order to enhance student engagement, participation, and ultimately, academic performance.

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

The specific measurable outcome the school plans to achieve is to decrease the number of students with less than 90% attendance by at least 5 students.

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

The Attendance Review Committee and Leadership Team will monitor the outcome of decreasing the number of students with less than 90% attendance through regular analysis of attendance records, targeted interventions, attendance initiatives and progress tracking.

**Person responsible for monitoring outcome:**

Emperatriz Maldonado (pr1841@dadeschools.net)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The implementation of attendance initiatives as an evidence-based intervention aims to improve student attendance rates, reduce chronic absenteeism, and create a positive school climate that values regular attendance. By utilizing comprehensive attendance tracking, providing early intervention and targeted support, engaging parents and the community, employing positive reinforcement strategies, and conducting data monitoring and analysis, schools can increase student attendance and, consequently, enhance students' overall academic success and well-being.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Develop and implement targeted interventions, such as counseling sessions, parent engagement programs, and rewards systems, to address attendance issues and encourage improved attendance among students with less than 90% attendance.

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

**By When:** 8/14/2023-9/29/2023

Conduct monthly data analysis of attendance records to identify students with attendance below 90%. Assign a designated staff member to review the data and track the progress of identified students, providing necessary support and interventions to help them improve their attendance.

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

**By When:** 8/14/2023-9/29/2023

Facilitate effective communication between teachers, parents, and other stakeholders to create awareness about the importance of attendance and the ongoing efforts to improve it. Share progress reports, conduct meetings, and collaborate on strategies to collectively work towards decreasing the number of students with less than 90% attendance.

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

**By When:** 8/14/2023-9/29/2023

**#4. Positive Culture and Environment specifically relating to Early Warning System**

**Area of Focus Description and Rationale:**
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our School Improvement Plan focuses on cultivating positive cultures and environments by implementing Early Warning Indicators for 94 students with significant reading deficiencies in grades K-4 as measured by 2023 FAST ELA PM3. Through data-driven identification, personalized interventions, collaborative support, professional development, parental engagement, and continuous evaluation, we aim to provide tailored resources and interventions, ensuring that each student receives the necessary support to overcome their reading challenges and succeed academically.

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

By the end of the academic year, the percentage of students identified with substantial reading deficiencies will decrease by at least 15% as demonstrated by overall improvement of one achievement level or more on the 2023-2024 FAST PM3.

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

The implementation of Early Warning Indicators and students identified as needing improvement in reading proficiency will be monitored through baseline and regular progress assessments, data analysis, teacher observations, parental engagement tracking, and collaborative team meetings. Adjustments to interventions will be made based on ongoing evaluation, with detailed documentation maintained for assessment results, intervention plans, and progress reports. This monitoring process will ensure the achievement of our goal: a 15% increase in reading assessment scores for identified students with substantial reading deficiencies.

**Person responsible for monitoring outcome:**

Emperatriz Maldonado (pr1841@dadeschools.net)

**Evidence-based Intervention:**
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Response to Early Warning Indicators (EWI) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out of school. Response to EWI utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The rationale for selecting the evidence-based strategy of Response to Early Warning Indicators (EWI) lies in its proactive approach to identifying and addressing student challenges before they escalate, thus aligning with our Positive Cultures and Environment Area of Focus. By utilizing predictive data and analyzing student behavior and academic performance, EWI allows us to identify students who are at risk of dropping out of school due to reading deficiencies. This targeted approach enables us to intervene early, tailoring interventions based on individual needs and circumstances. By revealing patterns and root causes behind reading challenges, EWI equips us with insights to refine our strategies, adjust teaching methodologies, and provide the necessary support to help students overcome obstacles, ensuring a positive and inclusive learning environment that promotes academic success and reduces dropout rates.

**Tier of Evidence-based Intervention**
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Collaborate with teachers to collect initial student data, including reading assessment scores and behavioral indicators. Analyze this data to identify students exhibiting reading deficiencies, creating a baseline for intervention.

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

**By When:** 8/14/2023-9/29/2023

Utilize predictive data to identify students at risk due to reading challenges. Notify teachers and parents of identified students, outlining the upcoming targeted interventions and support.

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

**By When:** 8/14/2023-9/29/2023

Work with teachers to develop personalized intervention plans for identified students. Design strategies that address specific reading deficiencies, incorporating differentiated instruction techniques.

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

**By When:** 8/14/2023-9/29/2023

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

**Area of Focus Description and Rationale**
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

The data from the 2022-2023 school year highlights a gap in student achievement within the early elementary years. With 50% of first grade students and 53% of second grade students scoring below the 40th percentile on the FAST STAR Reading assessment, it indicates a significant proportion of students

struggling with foundational reading skills. The data reveals a lack of preparedness for upcoming statewide standardized ELA assessments and subsequent academic success. The need for targeted interventions and support to address these skill gaps becomes evident in order to improve overall student outcomes and ensure a strong foundation for future learning.

### Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

**Measurable Outcomes**
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

Focusing on ELA students in first and second grade, we will reduce the percentage of students scoring below the 40th percentile on the FAST Star Reading assessment by a minimum of 5 percentage points. This will bring the first grade percentage from 50% to 45% and the second grade percentage from 53% to 48% for the 2023-2024 school year.

### Grades 3-5 Measurable Outcomes

N/A

## Monitoring

### Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Through data collection, analysis, targeted interventions, collaborative teacher efforts, and parental involvement, the school will monitor and reduce the amount of students scoring below the 40th percentile on the FAST Star Reading Assessment PM3 by at least 5 percentage points in first and second grades for the 2023-2024 school year.

### Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Garcia , Maria , mdgarcia@dadeschools.net

## Evidence-based Practices/Programs

**Description:**
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

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 should include detailed 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:**
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

  ◦ Do the evidence-based practices/programs address the identified need?

  ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The selection of the evidence-based strategy of collaborative planning, specifically Standards-Based Collaborative Planning, is justified by its potential to enhance teaching quality and student achievement. By facilitating joint efforts among teachers during scheduled collaborative planning, this approach ensures the development of lessons aligned with standards, leading to improved instructional effectiveness and better student outcomes. Collaborative planning fosters professional growth through knowledge exchange, resource sharing, and the cultivation of a collaborative culture, all of which collectively contribute to a more impactful and enriching learning environment.

**Action Steps to Implement**
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

  ◦ Literacy Leadership

  ◦ Literacy Coaching

  ◦ Assessment

  ◦ Professional Learning

| Action Step | Person Responsible for Monitoring |
|---|---|
| Establish Data Analysis Protocols: The literacy leadership team will develop protocols for analyzing assessment data, including the FAST Star Reading results for grades K-2nd. Regular meetings will be held to collaboratively review data, spot trends, and pinpoint areas of concern. As a result, the team will set targeted goals for each grade based on students' needs. Collaborative planning sessions will be utilized to adjust strategies based on instructional needs. | Garcia , Maria , mdgarcia@dadeschools.net |
| Leadership Support for Collaborative Planning: The literacy leadership team will ensure grade levels participate in collaborative planning sessions. They will ensure that designated time is allocated within the school day for teachers to engage in Standards-Based Collaborative Planning. As a result, the leadership team will increase collaboration, provide resources, and foster a conducive environment for productive planning sessions. | Maldonado, Emperatriz, pr1841@dadeschools.net |
| Conduct initial collaborative meeting led by literacy leaders. During this first session, teachers and leadership team will review assessment data, sharing insights and observations collaboratively. As a result, the collaborative data review will enable teachers to identify patterns, collectively brainstorm solutions, and collaboratively adapt strategies to better address the needs of students scoring below the 40th percentile. | Maldonado, Emperatriz, maldonadoe@dadeschools.net |
| Coaching for Differentiated Instruction: Instructional coach will collaborate with teachers to enhance their skills in differentiated instruction through collaborative planning. Coach will provide personalized support to teachers, assisting them in adapting teaching methods collaboratively to meet the diverse learning needs. As a result, this will involve modeling strategies, offering resources, and providing feedback on joint implementation to decrease the number of students below the 40th percentile in ELA. | Coles, Kelly, kcoles@dadeschools.net |
| Benchmark Driven Instruction Strategies: Instructional coach will guide teachers in implementing benchmark driven instruction. The coach will facilitate collaborative planning sessions to demonstrate how to analyze assessment data to adjust instruction, ensuring timely interventions for struggling students. As a result, workshops and coaching sessions will focus on building capacity in this area. | Coles, Kelly, kcoles@dadeschools.net |
| Collaborative Resources: Use Schoology grade level groups for the instructional coach and teachers to share effective resources and strategies. As a result, this platform will foster a culture of collaborative knowledge-sharing, allowing educators to access an instructional materials and techniques to elevate student performance. | Coles, Kelly, kcoles@dadeschools.net |
| Conduct data chats with teachers of first, second and third grade to analyze PM3 FAST Star Reading assessment from 2022-2023 to identify students who were below the 40th percentile. Ensuring the results will jointly guide adjustments to teaching strategies and ensure students stay on track to achieve desired outcomes. | Maldonado, Emperatriz, maldonadoe@dadeschools.net |
| Facilitate collaborative data analysis sessions involving kindergarten, first, and second grade teachers to review the 2023-2024 FAST Star assessment results for PM1. These collaborative data chats will promote shared insights, identify | Garcia , Maria , mdgarcia@dadeschools.net |

| Action Step | Person Responsible for Monitoring |
|---|---|
| collaborative patterns, and guide collaborative adjustments to instructional strategies for improved student performance. | |
| Organize a collaborative data chat among kindergarten, first grade, and second grade teachers to collectively analyze the iReady Diagnostic of Reading results for the beginning of the academic year (AP1). Through this collaborative analysis, teachers will collaboratively identify students' strengths and areas requiring improvement, facilitating the joint development of targeted intervention strategies. | Maldonado, Emperatriz, pr1841@dadeschools.net |
| Conduct an initial professional learning session during the mandatory PD day, centered around differentiated instruction. Teachers will engage in interactive activities and collaborative discussions to deepen their understanding of strategies for tailoring instruction to diverse student needs, setting the foundation for effective implementation in their classrooms. | Coles, Kelly, kcoles@dadeschools.net |
| Conduct a professional learning session where teachers engage in collaborative planning to design standards-based lessons. This session will provide hands-on experience in collaboratively crafting lesson objectives, activities, and assessments that align with standards. | Garcia , Maria , mdgarcia@dadeschools.net |
| During faculty meetings, select teachers will share best practices across grade levels. Teachers will have the opportunity to collaboratively discuss successful strategies and resources. This collaborative exchange will foster a culture of shared insights and joint problem-solving. | Coles, Kelly, kcoles@dadeschools.net |

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) can be disseminated to stakeholders through various channels. These include sharing documents on the school's website, sending newsletters and emails to parents in clear language, conducting parent meetings with translated materials and interpretation services, engaging staff through meetings and updates, collaborating with local businesses and organizations, and utilizing multiple communication channels. This comprehensive approach ensures widespread understanding and involvement while providing accessible information to all stakeholders.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school implements a multifaceted approach to build positive relationships with parents, families, and community stakeholders. This includes regular parent-teacher meetings, open communication channels, online portals for tracking student progress, engaging local businesses and organizations, involving parents in decision-making, offering parent education workshops, and providing relevant information including on the school website. These efforts support the school's mission, address student needs, and ensure parents are well-informed about their child's progress.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

The school has developed a comprehensive plan to strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum. This includes professional development for teachers, extended learning opportunities, and the implementation of an enriched curriculum to improve student learning outcomes and cater to diverse interests and abilities. Part II of the SIP outlines the specific area of focus and corresponding goals, objectives, and strategies to address the unique needs of the school community.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A