

Flamingo Elementary School



2014-15 School Improvement Plan

Flamingo Elementary School

701 E 33RD ST, Hialeah, FL 33013

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
91%

Alternative/ESE Center
No

Charter School
No

Minority
94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	A

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We uphold high standards and expectations to challenge each student to reach his or her potential.

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Flamingo Elementary School learns about students' culture and builds relationships by working closely with students and their parents in collaboration with the Community Involvement Specialist (CIS). Flamingo hosts workshops targeting areas of need identified on parent needs assessments surveys completed annually. Moreover, the following are conducted: family conferences/student-led conferences, home visits, advertising and recruiting for PTA/ESSAC Membership, parent meetings, and school-wide events. Other means of maintaining and creating parental involvement are relaying messages regarding activities, special events, and outside resources via connect ed messages and the school's webpage. Our school webpage informs parents about upcoming events as well as showcasing the events that have taken place. Further, through Citrus Health Network Flamingo Elementary implements the Healthy Me program which addresses students' interpersonal skills and hygiene. Skills learned are applied in the home environment. The District Portal allows teachers, parents, and students an easy forum to access grades, textbooks, district programs, and computer based programs to utilize in the home. Parents are also encouraged to become school volunteers. As volunteers they work in classrooms to assist teachers by becoming actively involved in the school's vision and mission. At the end of the year, volunteers are recognized at a luncheon.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Flamingo Elementary embraces safety and respect as a vital component for successful learning. The school has two security monitors who assist with maintaining a safe learning environment. Additionally, visitors are screened prior to entering the school with KeepnTrack, a computerized monitoring system that records all visitor traffic details, runs instant background checks, and prints ID badges. Further, Flamingo Elementary School's Physical Education Teacher serves as a patrol supervisor. School Safety Patrols are school-sponsored student volunteers. Patrol members are appointed and participate with parental approval. Also, the school holds periodic safety drills throughout the school year (lock down, fire drills, and tornado drills). In addition to proving students a safe learning atmosphere, respect is vital to achieve goals embedded into Flamingo Elementary School's Vision and Mission Statements. Our Guidance Counselor and Leadership team work with students to set personal goals both academic and behavior, track the progress, and then celebrate successes. Our school guidance counselor provides individual classes and grade level presentations on the Code of Student Conduct at the beginning of the school year. In addition she communicates the school-wide incentive programs for students who exhibit proper behavior and positive attitude. Some activities that enrich and highlight these goals include nominations by teachers for the Do the Right Thing Award. Do the Right Thing of Miami, Inc. recognizes and rewards Miami youth for their exemplary behavior, accomplishments and good deeds

through a unique partnership with the City of Miami Police Department, the Miami-Dade Schools Police Department, and other participating law enforcement agencies in Miami-Dade. Through Closed Circuit T.V. (CCTV) students are given the opportunity to conduct a morning news program where students serve as anchors broadcasting to their peers about topics such as lunch menus and current events. The principal and assistant principal are visible during arrival and dismissal of students, making themselves accessible.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Providing a safe learning environment for all students is accomplished when everyone is consistent and adheres with the procedures and policies delineated in the Code of Student Conduct and school's incremental disciplinary plan. When teachers deal with minor infractions, they give the student a written warning and then communicate with the parent. If the problem is major or repeating then the child will be sent down with a referral to the see the assistant principal or principal. Administration contacts parents and speaks to the student about his/her actions and follows the discipline consequence outlined in the Code of Student Conduct. Further, when behaviors are not remedied with the above actions and deemed more serious in nature, students are referred to the School Support Team (SST) The SST's problem-solving process leads to the development of specific and skill-based interventions driven by student data. The student's response to the intervention(s) is systematically monitored in order to make decisions about the appropriations of the intervention plans. Lastly, at a much broader level, intervention teams help solidify the collaborative efforts among teachers as well as between the home and school.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress, anger management and bullying prevention. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to ensure all students' socio-emotional needs are being met. Student Support Team Meetings are held as needed to identify and address the academic and behavioral needs of students and determine the appropriate level of intervention.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Flamingo Elementary School's early warning indicators include:

- 1) Fifty (50) students with attendance below 90 percent, including absences that are excused and/or resulting from out of school suspension
- 2) Two (2) students with one or more suspensions, whether in school or out of school
- 3) Ninety-nine (99) students who failed the English Language Arts or Mathematics course
- 4) Seventy-two (72) students who achieved a Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics
- 5) Sixty eight (68) students who are not proficient in reading by Grade 3
- 6) Thirty-two (32) students who are retained

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	11	6	4	8	9	50
One or more suspensions	0	0	0	1	1	0	2
Course failure in ELA or Math	17	9	18	34	11	10	99
Level 1 on statewide assessment	0	0	0	34	18	20	72
Students who are not proficient in reading by Grade 3	0	0	0	68	0	0	68
Students who are retained	0	3	3	25	1	0	32

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Flamingo Elementary School offers the following intervention strategies to improve the academic performance of students identified by the early warning system: Attendance Committee Meetings, school-wide attendance incentive program, intensive interventions daily for 30 minutes to one hour during the school day, as well as, after school tutorial program and Saturday School program, and referral to onsite or outside community agencies as warranted.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/197653>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Flamingo Elementary School is a neighborhood school with long established ties to the community. Many of our students' parents are Flamingo alumni. The school has partnerships with community business via The Dade Partners Program. This program aims to formalize relationships between the

school and businesses/organizations to bring resources together to support educational success in our school. Many business partners donate to families in need. During the holiday season, a booster club from the local high school as well as a private business who donate toys to students who are identified as needy. Winn Dixie, a local grocery store also donates gift cards for the school to distribute. Additionally, they also sponsor school related events by contributing food and drinks.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
James, Claudia	Principal
Sotolongo, Ileana	Assistant Principal
Gonzalez, Jennifer	Teacher, ESE
Barreiro, Maria	Teacher, K-12
Rodriguez, Susan	Teacher, K-12
Cooper, Jennifer	
Formoso, Lourdes	Teacher, K-12
Diaz, Elli	Guidance Counselor
Perez, Linda	Teacher, K-12
Perez, Mayelin	Teacher, K-12
Rodriguez, Marleen	Teacher, K-12
Sanchez, Elmo	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Leadership Team works with the School Advisory Council (SAC) in the development, implementation, and evaluation of the School Improvement Plan goals and strategies. Through data gathering and analysis, the team monitors and adjusts the school's academic and behavior goals as well as the quality and fidelity of the instructional and intervention programs. It further ensures that students receive appropriate levels of support.

The team is comprised of the following personnel with specific functions and responsibilities:

*The principal, Claudia Hessing, will ensure commitment to the implementation and documentation of the SIP and the various tiers of interventions, the allocation of resources, and communication with parents.

*The assistant principal, Ileana R. Sotolongo, will facilitate data collection and analysis, provide professional development to teachers, and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans and SIP strategies.

*The ESOL Resource Teacher/PD Liaison, Marleen Rodriguez, will provide professional development to teachers, and support the implementation of Tier 1, Tier 2, and Tier 3 intervention plans and SIP strategies.

*Grade Level Chairpersons will participate in student data collection, monitor and/or deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate

Tier 1 materials/instruction with Tier 2/3 activities.

*The School Guidance Counselor, Elli Diaz, will facilitate development of intervention plans and collaborate with school psychologist to provide support for intervention fidelity and documentation, and facilitate data-based decision making.

As warranted, other collaborative team members will include Special Education (SPED) Teacher and the Citrus Health Network Social Worker.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS/RtI Leadership Team is an extension of the school based Leadership Team, which communicates targets, objectives, and strategies to all stakeholders. The team meets monthly to review formative data, identify barriers, and prioritize strategies to allocate personnel and resources. During grade level meetings data is disaggregated by teacher/class and individual students in order to develop action plans to target the specific deficiencies. The team also monitors the implementation of the action plans and evaluates the effectiveness of the interventions and strategies.

Title I, Part A

The Title I schoolwide program includes an extensive parental component, which empowers parents to become active participants in their children's education and to partner with the school to ultimately improve the teaching and learning. It also provides special support services to special needs populations such as the homeless, migrant, neglected and delinquent students.

Flamingo Elementary School actively involves parents in planning, reviewing, and improving the Title I Program, the Title I School-Parent Compact, and our school's Title I Parental Involvement Plan. We invite parents to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. We provide a Title I Annual Orientation Meeting to inform parents of their right to be involved and other documents/activities necessary in order to comply with dissemination and reporting requirements. At the beginning of each school year we conduct an initial Title I Parent Survey and other surveys to determine specific needs of our parents. Based on the results, workshops are scheduled accordingly through the Parent Academy and the Bilingual Parent Outreach Program with flexible times to accommodate our parents.

The school administrators assist with whole school screening programs that provide early interventions for "at risk" students; assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

The Title I funded Community Involvement Specialist (CIS) serves as a bridge between the home and school by conducting home visits, making telephone calls, and organizing school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. In addition, she completes the Title I Administration Parental Involvement Monthly School Reports and the Title I Parental Involvement Monthly Activities Report and submits them to the Title I Administration monthly documentation of compliance with NCLB Section 1118. Additionally, the CIS facilitates the M-DCPS Title I Parent/Family Survey, which is distributed to schools by Title I Administration annually in May. The Survey's results are used to assist with revising our Title I parental documents for the approaching school year.

Title I, Part C

The school provides services and support to migrant students and parents. The District Migrant Liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and

summer school) by the Title I, Part C, Migrant Education Program.

Title II

The District's supplemental funds for improving basic education are utilized as follows:

- training mentors through the New Teacher (MINT) Program
- offering add-on endorsement programs, such as, Reading, Gifted, ESOL
- training and substitute release time to facilitate Professional Learning Community (PLC) and Lesson Study Group implementation and protocols at the school sites

Title III

Flamingo Elementary School will use Title III funds to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by implementing and/or providing:

- tutorial programs after school
- parent outreach activities
- hardware and software for the development of language and literacy skills in reading, mathematics and science to be used by ELL and immigrant students

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, the school, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, a Homeless Children & Youth Program, assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity awareness campaign to all the schools - each school is provided a video and curriculum manual and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

The school counselor facilitates the Safe and Drug Free Schools Program implementation at the school. She addresses violence and drug prevention and intervention services through curriculum taught by her or by the classroom teachers, and through presentations by local law enforcement officers. The Anti Bullying Campaign is implemented school wide through Closed Circuit Television (CCTV) to raise awareness of the dynamics of bullying situations and offer peaceful alternatives to resolve conflicts. Blue Ribbon Month (Child Abuse and Prevention and Awareness Month) is implemented in all third grade classrooms by the school counselor and classroom teachers. The curriculum aims to prevent child abuse and exploitation through stories, personal drawings, and question and answer sessions.

Nutrition Programs

Flamingo Elementary School participates in the Healthy Schools Program and has a Wellness Council which meets quarterly to oversee the school's compliance with the District Wellness Policy. They also ensure the School Food Service Program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines. They make recommendations and sponsor activities to promote both student and staff nutrition and wellness. Furthermore, Nutrition education, as per state statute, is taught to students through the physical education classes.

Career and Technical Education

Flamingo Elementary School celebrates Career Day and Truck Day by providing students with opportunities to learn about a variety of professions and the importance of education through guest speakers and demonstration activities. Furthermore, classroom teachers make school-to-career connections year round.

Health Connect in our Schools (HCiOS) Program

Flamingo Elementary School participates in the Health Connect in Our Schools (HCiOS) program, which:

- offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on site
- reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services
- delivers coordinated social work and mental/behavioral health interventions in a timely manner
- enhances the health education activities provided by the schools and by the health department. It assures all students receive health education
- offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Claudia J. Hessing	Principal
Jennifer Gonzalez	Teacher
Susan Rodriguez	Teacher
Linda Perez	Teacher
Elmo Sanchez	Teacher
Jennifer Jarman	Teacher
Maria Mera	Parent
Lidia Pino	Parent
Ermys Garcia-Roves	Parent
Jacqueline Garcia-Roves	Parent
Eileen Martinez	Parent
Sofia Gonzalez	Student
Oleda Towne	Education Support Employee
Zoe Prieto	Business/Community
Antonio Estrada	Business/Community
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC met at the culmination of last school year and the beginning of the current 2014-2015 school year to analyze formative and summative data and evaluate the effectiveness of the

implemented strategies. The SAC maintained strategies which were determined by consensus to have resulted in improved student achievement, modified some, and developed new ones to address the specific needs of the particular group/s of students.

Development of this school improvement plan

The SAC met at the beginning of the 2014-2015 school year and after identifying the barriers that affect our academic success, identified one strategy that would positively affect achievement in all core areas. An action plan has been developed with specific activities, timelines, evidences, and persons responsible for accountability. In addition, summative data and early warning signs data were reviewed to develop the subsequent goals to address those areas.

Preparation of the school's annual budget and plan

The SAC has made recommendations on technology, budget, instructional resources and other student support services to support the School Improvement Plan (SIP) objectives. At a future meeting, the SAC will review the amount of allocated funds and decide which projects to support/fund.

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

The SAC reviewed various recommendations for the utilization of the school improvement funds, which included: Technology and Site Licenses for Web-based programs to support our literacy efforts, Saturday School Program, among others. The SAC decided to utilize the \$4,063.72 allocated last school year in the following manner: \$2,047.11 for projector bulbs and headphones for the student computer labs, and the remaining \$2,016.61 for ink.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
James, Claudia	Principal
Sotolongo, Ileana	Assistant Principal
Gonzalez, Jennifer	Teacher, ESE
Barreiro, Maria	Teacher, K-12
Perez, Mayelin	Teacher, K-12
Rodriguez, Susan	Teacher, K-12
Cooper, Jennifer	Teacher, K-12
Diaz, Elli	Guidance Counselor
Formoso, Lourdes	Teacher, K-12
Perez, Linda	Teacher, K-12
Sanchez, Elmo	Teacher, K-12
Rodriguez, Marleen	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to continue to incorporate reading/literacy across the curriculum, where content area and special area teachers implement reading/writing strategies as part of their content program. It will monitor the adherence to the district pacing guides and assist with data management from formative and technology programs. Furthermore, it will facilitate the effectiveness and fidelity of implementation of the Florida Standards and the McGraw-Hill Reading Wonders Program in Grades K-5.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Flamingo Elementary School is committed to educational excellence and collaboration. To support those efforts, teachers are scheduled common planning time from once a week to daily. Teachers are expected to utilize available resources particular to their teaching assignments to plan, collaborate and share best practices. In addition, teachers who serve as subject area liaisons, present and share information, research based strategies, and best practices with their peers during faculty meetings. Professional Learning Communities utilizing Best Practices protocols were implemented last school year with participation from all Grades 1 and Grades 3 teachers. We plan to expand the Professional Learning Communities to other grade levels during the current school year.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Flamingo Elementary School will recruit from the local universities and partner new teachers with qualified mentor teachers. To retain our current teachers, the administration will foster a culture of collegiality and collaboration, where teachers' accomplishments are celebrated, and a forum is established during faculty meetings for sharing best practices. Additionally, the administration and the Professional Development Liaison will provide onsite opportunities for professional development based on needs assessment.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers, and teachers requesting assistance, will be paired with an experienced, expert teacher who is a trained MINT mentor. Mentor and mentee will be involved in monthly observation and collaboration meetings, as well as, classroom demonstrations of new strategies and differentiated instruction.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The professional development designed and provided by both our district and school staff will help to ensure our core instructional programs and materials are aligned to Florida's standards. In addition, we are utilizing the CPALMS website to access instructional resources that are being used to support instruction for enrichment and intervention; all of which support the Florida Standards.

Our administrative team conducts walkthroughs to monitor instruction and learning. Through the visibility of our administrative team, we can assist teachers who are experiencing any difficulties aligning curriculum to the standards. Interim assessments will also be used as a measuring tool to gauge student progress of standards mastery. Teachers follow the district created Pacing Guides, include the standards on lesson plans and post them on the board during lessons. District mandated instructional programs are implemented with fidelity along with providing resources and staff development based on the needs of the school. The Leadership team monitors the fidelity of the school's instructional program and SIP through collection of data. District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with school staff to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Teachers participate in grade level PLC's to facilitate the proper implementation of strategies to address targeted areas. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored to evaluate effectiveness, problem-solve, and make instructional decisions. Consequently, data chats amongst grade levels and individual students are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers engage students with instructional strategies that ensure achievement of learning expectations using the Gradual Release or "I do, We do, You do" model. Teachers also infuse an assortment of resources such as Discovery Education, Gizmos, and Promethean Board Flip Charts within their lessons to increase student engagement. Core instruction is on grade level and teachers differentiate lessons based on needs determined by data. Based on data, teachers reteach, remediate, and/or enrich. The leadership team assists teachers with the intervention/ enrichment process. The administration and leadership team meets with grade-level teams to analyze progress monitoring data from FAIR and interim assessments to discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about regarding which resources would benefit the needs of students achieving at various levels. Teachers use several research based interventions. PLC's facilitate the implementation at each grade level. Additionally, students have

access to differentiated instruction via online computer programs such as iReady, Imagine Learning, and ReadingPlus, all of which can be accessed at home. Teachers and students are made aware of present levels of performance via grade level data discussions and individual student data chats. Based on data and observations, the leadership team plans professional development and implementation so teachers can effectively implement lessons that are aligned to state standards and meet the needs of all students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 1,620

Instruct/Remediate targeted students in the core areas of reading, mathematics and science for three hours for up to nine consecutive Saturdays utilizing the District designed Extended Learning Modules.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Sotolongo, Ileana, pr1921@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative assessment data is collected and analyzed to determine effectiveness of the Saturday School Program.

Strategy: Extended School Day

Minutes added to school year: 3,600

Remediate targeted students in the core areas of reading, mathematics and/or science for one hour three times per week for a period of approximately 20 weeks. The curriculum varies from grade to grade and is specifically designed/selected to address students' specific needs.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Formative assessment data is collected and analyzed to determine effectiveness of Before and/or After School Program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full-time highly qualified teacher and paraprofessional. This will assist in providing preschool children with a variety of meaningful learning experiences, in an environment that provides opportunities to create knowledge through initiatives shared with supportive adults.

Flamingo Elementary School services 19 regular education students and one Special Education student from the surrounding community. We offer all incoming Kindergarten students and their parents an orientation in August prior to the Opening of Schools. This eases the transition from home or other pre-school programs into our school.

Students in the VPK program are assessed using the Florida Voluntary Prekindergarten (VPK) Assessment. Through the Florida VPK Assessment Online Reporting System, we are able to track students' progress in attaining the skills in the Standards of Four-Year-Olds. The VPK teacher utilizes this information to plan lessons that meet the individual needs of the participating students.

There are at least four recognized preschool programs in our surrounding community: Edison, KidzCity, Thumbelina, and La Escala. The Flamingo Administration will invite the Center Directors from those sites and parents of students ready for Kindergarten to various information/recruitment meetings and schedule visits to our school to familiarize them with our early childhood program. Through this joint venture, parents and children in the community will in turn gain familiarity with kindergarten as well as receive information relative to the matriculation of students at our school. Upon entering our Kindergarten program students are assessed using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and measures of the Florida Assessments for Reading Instruction (FAIR) to gather information on the children's development and emergent literacy. FLKRS assessment results are utilized by the State to rate the effectiveness of the VPK program attended prior to entering Kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** Use the Early Warning Signs to identify at-risk students to provide support and intervention to increase achievement.
- G3.** Increase student achievement and prepare students to be college and career ready through STEM initiatives and programs.
- G4.** Parental Involvement. See Title I PIP.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement by improving core instruction in all content areas. 1a

G049763

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	66.0
AMO Math - Hispanic	67.0
AMO Math - ELL	58.0
AMO Math - ED	65.0

Resources Available to Support the Goal 2

- Tier 1, 2, and 3 Interventions
- Reading Plus, Waterford, iReady, Imagine Learning, Destination Learning, Starfall, and Accelerated Reader Program (AR), MyON Reader
- Before/After School and Saturday School programs
- Leveled Readers
- Promethean Planet Resources, Promethean Board, and Student Computer Stations in every classroom
- McGraw-Hill Reading Wonders Program, WonderWorks Intervention Program
- Graphic Organizers
- Visual Aids, Vocabulary Cards, Mathematics Manipulatives (concrete and virtual),
- ThinkCentral Mega Math and Intervention Tutorials, Destination Math, Discovery Education, Gizmos, and Riverdeep
- Thinkgate Management System
- Educational Field Trips

Targeted Barriers to Achieving the Goal 3

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

Plan to Monitor Progress Toward G1. 8

Review formative assessment results to monitor progress and adjust instruction as needed.

Person Responsible

Claudia James

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative: Interim Assessments Summative: 2015 FSA for ELA and Mathematics and FCAT 2.0 Science Assessment

G2. Use the Early Warning Signs to identify at-risk students to provide support and intervention to increase achievement. 1a

G049768

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	6.0
One or More Suspensions	1.0
Level 1 - All Grades	18.0

Resources Available to Support the Goal 2

- Counselor/Teachers
- Code of Student Conduct
- Community Involvement Specialist
- Attendance Review Committee
- Alternative to Suspension Plan
- Discipline Committee
- Attendance Incentive Program
- Attendance Incentive Program
- Attendance Incentive Program
- Attendance Incentive Program

Targeted Barriers to Achieving the Goal 3

- Excessive tardies and absences have a negative impact on student achievement and promotion.

Plan to Monitor Progress Toward G2. 8

Monitor progress on Interim Assessments and ongoing progress monitoring data

Person Responsible

Ileana Sotolongo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative: Interim Assessment Results Summative: 2015 ELA and Mathematics Florida Standards Assessments

G3. Increase student achievement and prepare students to be college and career ready through STEM initiatives and programs. 1a

G049767

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Teachers
- Field Trip Sponsors
- Technology programs
- Technology based projects
- Guest Speakers
- Parent Teacher Association (PTA)
- Science Boards
- M-DCPS STEM Website

Targeted Barriers to Achieving the Goal 3

- Limited exposure and utilization of the scientific method of investigation to document inquiry based activities or experiments.
- Limited exposure to STEM related activities particularly in the primary grades.

Plan to Monitor Progress Toward G3. 8

Monitor implementation of inquiry based lab experiments and interim assessment data to ensure application of scientific thinking. Monitor number of school activities conducted to support STEM goal.

Person Responsible

Claudia James

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Formative: Interim Assessment Results, Quality Science Fair Project, Number of STEM related Activities conducted Summative: 2015 FCAT 2.0 Science Test

G4. Parental Involvement. See Title I PIP. 1a

G049924

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. We will increase student achievement by improving core instruction in all content areas. **1**

 G049763

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

 B124987

G1.B1.S1 Data Guided Instruction **4**

 S136906

Strategy Rationale

Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Action Step 1 **5**

Introduce goal of improving Differentiated Instruction (DI) across all content areas.

Person Responsible

Ileana Sotolongo

Schedule

On 9/10/2014

Evidence of Completion

Sign-in sheets, Agenda, Powerpoint, and Handouts

Action Step 2 5

Conduct professional development (PD)/collaborative sessions by means of Grade Level meetings to establish support teams and Professional Learning Communities (PLC) in all core areas to aid in the implementation of DI.

Person Responsible

Ileana Sotolongo

Schedule

On 9/26/2014

Evidence of Completion

Sign-in sheets, Agenda, Powerpoint, and Handouts

Action Step 3 5

Conduct classroom walkthroughs to monitor effective implementation of DI.

Person Responsible

Ileana Sotolongo

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes

Action Step 4 5

Provide additional support to ensure effective implementation of DI by means of peer classroom visitations and collaborative sessions.

Person Responsible

Claudia James

Schedule

Weekly, from 10/24/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes, Teacher Reflections

Action Step 5 5

Engage in consistent monitoring, feedback and support by means of classroom walkthroughs, collaborative sessions, and PLCs, to ensure maintenance of DI strategies and skills.

Person Responsible

Claudia James

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes, Teacher Reflections

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

Review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

Person Responsible

Claudia James

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Work Samples and Teacher Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

Person Responsible

Ileana Sotolongo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Unit Tests, Interim Assessments, On Going Progress Monitoring Reports

G2. Use the Early Warning Signs to identify at-risk students to provide support and intervention to increase achievement. 1

G049768

G2.B1 Excessive tardies and absences have a negative impact on student achievement and promotion. 2

B124604

G2.B1.S1 Reward individual students and classes for perfect attendance and appropriate behavior. 4

S136512

Strategy Rationale

Motivate students to attend regularly and arrive on time in order to not to miss instruction.

Action Step 1 5

Reward individual students with a perfect attendance certificate and ribbon at the end of every grading period. Provide monthly reward activity to classes in each grade level who have achieved the most number of days of perfect attendance, Additionally, provide monthly reward activity to the classes with the most "Flamingo Bucks" for appropriate behavior in the cafeteria.

Person Responsible

Elli Diaz

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

End of Grading Period Awards Ceremony, attendance and behavior reward activities/prizes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

School Secretary and administrators will monitor daily attendance and suspension reports.

Person Responsible

Ileana Sotolongo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Perfect Attendance Awards, Class Reward Activities/Prizes, Flamingo Bucks Reward Activities/Prizes

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Review records of students who are habitually absent or tardy, monitor suspension reports; and determine interventions as needed.

Person Responsible

Claudia James

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Average Daily Attendance, District Report of Students with 3 or More Absences, Suspension Reports


G3. Increase student achievement and prepare students to be college and career ready through STEM initiatives and programs. 1

 G049767

G3.B1 Limited exposure and utilization of the scientific method of investigation to document inquiry based activities or experiments. 2

 B124602

G3.B1.S1 Provide more opportunities for students to utilize the scientific method of investigation. 4

 S136509

Strategy Rationale

To increase higher order thinking and application to real life situations.

Action Step 1 5

Conduct classroom laboratory experiments utilizing the scientific method of investigation. Maintain a science laboratory experiment journal to record observations and reflections.

Person Responsible

Ileana Sotolongo

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lab Experiment Journal, Classroom Observations, Science Projects

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review students' lab experiment journals and lesson plans to monitor progress and adjust instruction as needed.

Person Responsible

Ileana Sotolongo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Lab Experiment Journals, Lesson Plans, Classroom Observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

Person Responsible

Ileana Sotolongo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015


Evidence of Completion

Unit Tests and Interim Assessments

G3.B2 Limited exposure to STEM related activities particularly in the primary grades. 2

 B124603

G3.B2.S1 Provide more opportunities to all students, including primary students, to participate in STEM related activities incorporating technology. 4

 S136511

Strategy Rationale

Expose students to virtual lessons and utilization of web based resources to enhance the teaching and learning.

Action Step 1 5

Expose students to technology related lessons via the Promethean Board not limited to Gizmos and Discovery Education.

Person Responsible

Ileana Sotolongo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans and Classroom Observations

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.

Person Responsible

Ileana Sotolongo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans and Classroom Observations

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.

Person Responsible

Ileana Sotolongo

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom, Chapter, and Unit Math and Science assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Conduct classroom laboratory experiments utilizing the scientific method of investigation. Maintain a science laboratory experiment journal to record observations and reflections.	Sotolongo, Ileana	8/18/2014	Lab Experiment Journal, Classroom Observations, Science Projects	6/4/2015 weekly
G3.B2.S1.A1	Expose students to technology related lessons via the Promethean Board not limited to Gizmos and Discovery Education.	Sotolongo, Ileana	8/18/2014	Lesson Plans and Classroom Observations	6/4/2015 quarterly
G2.B1.S1.A1	Reward individual students with a perfect attendance certificate and ribbon at the end of every grading period. Provide monthly reward activity to classes in each grade level who have achieved the most number of days of perfect attendance. Additionally, provide monthly reward activity to the classes with the most "Flamingo Bucks" for appropriate behavior in the cafeteria.	Diaz, Elli	8/18/2014	End of Grading Period Awards Ceremony, attendance and behavior reward activities/prizes	6/4/2015 quarterly
G1.B1.S1.A1	Introduce goal of improving Differentiated Instruction (DI) across all content areas.	Sotolongo, Ileana	9/10/2014	Sign-in sheets, Agenda, Powerpoint, and Handouts	9/10/2014 one-time
G1.B1.S1.A2	Conduct professional development (PD)/collaborative sessions by means of Grade Level meetings to establish support teams and Professional Learning Communities (PLC) in all core areas to aid in the implementation of DI.	Sotolongo, Ileana	9/26/2014	Sign-in sheets, Agenda, Powerpoint, and Handouts	9/26/2014 one-time
G1.B1.S1.A3	Conduct classroom walkthroughs to monitor effective implementation of DI.	Sotolongo, Ileana	8/18/2014	Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes	6/4/2015 daily
G1.B1.S1.A4	Provide additional support to ensure effective implementation of DI by means of peer classroom visitations and collaborative sessions.	James, Claudia	10/24/2014	Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes, Teacher Reflections	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5	Engage in consistent monitoring, feedback and support by means of classroom walkthroughs, collaborative sessions, and PLCs, to ensure maintenance of DI strategies and skills.	James, Claudia	8/18/2014	Lesson Plans, Formal and Informal Classroom Observations, and A.P. Walkthrough Notes, Teacher Reflections	6/4/2015 weekly
G1.MA1	Review formative assessment results to monitor progress and adjust instruction as needed.	James, Claudia	8/18/2014	Formative: Interim Assessments Summative: 2015 FSA for ELA and Mathematics and FCAT 2.0 Science Assessment	6/4/2015 quarterly
G1.B1.S1.MA1	Review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.	Sotolongo, Ileana	8/18/2014	Unit Tests, Interim Assessments, On Going Progress Monitoring Reports	6/4/2015 quarterly
G1.B1.S1.MA1	Review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.	James, Claudia	8/18/2014	Student Work Samples and Teacher Lesson Plans	6/4/2015 weekly
G2.MA1	Monitor progress on Interim Assessments and ongoing progress monitoring data	Sotolongo, Ileana	8/18/2014	Formative: Interim Assessment Results Summative: 2015 ELA and Mathematics Florida Standards Assessments	6/4/2015 quarterly
G2.B1.S1.MA1	Review records of students who are habitually absent or tardy, monitor suspension reports; and determine interventions as needed.	James, Claudia	8/18/2014	Average Daily Attendance, District Report of Students with 3 or More Absences, Suspension Reports	6/4/2015 monthly
G2.B1.S1.MA1	School Secretary and administrators will monitor daily attendance and suspension reports.	Sotolongo, Ileana	8/18/2014	Perfect Attendance Awards, Class Reward Activities/Prizes, Flamingo Bucks Reward Activities/Prizes	6/4/2015 quarterly
G3.MA1	Monitor implementation of inquiry based lab experiments and interim assessment data to ensure application of scientific thinking. Monitor number of school activities conducted to support STEM goal.	James, Claudia	8/18/2014	Formative: Interim Assessment Results, Quality Science Fair Project, Number of STEM related Activities conducted Summative: 2015 FCAT 2.0 Science Test	6/4/2015 quarterly
G3.B1.S1.MA1	Review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.	Sotolongo, Ileana	8/18/2014	Unit Tests and Interim Assessments	6/4/2015 quarterly
G3.B1.S1.MA1	Review students' lab experiment journals and lesson plans to monitor progress and adjust instruction as needed.	Sotolongo, Ileana	8/18/2014	Student Lab Experiment Journals, Lesson Plans, Classroom Observations	6/4/2015 quarterly
G3.B2.S1.MA1	Review formative assessment results during Data Chats to monitor progress and adjust instruction as needed.	Sotolongo, Ileana	8/18/2014	Classroom, Chapter, and Unit Math and Science assessments	6/4/2015 quarterly
G3.B2.S1.MA1	Review students' work samples and teachers' lesson plans during walkthroughs to monitor progress and adjust instruction as needed.	Sotolongo, Ileana	8/18/2014	Lesson Plans and Classroom Observations	6/4/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student achievement by improving core instruction in all content areas.

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

G1.B1.S1 Data Guided Instruction

PD Opportunity 1

Introduce goal of improving Differentiated Instruction (DI) across all content areas.

Facilitator

Ileana R. Sotolongo

Participants

All Instructional Staff

Schedule

On 9/10/2014

PD Opportunity 2

Conduct professional development (PD)/collaborative sessions by means of Grade Level meetings to establish support teams and Professional Learning Communities (PLC) in all core areas to aid in the implementation of DI.

Facilitator

Ileana R. Sotolongo

Participants

All Instructional Staff

Schedule

On 9/26/2014

G3. Increase student achievement and prepare students to be college and career ready through STEM initiatives and programs.

G3.B2 Limited exposure to STEM related activities particularly in the primary grades.

G3.B2.S1 Provide more opportunities to all students, including primary students, to participate in STEM related activities incorporating technology.

PD Opportunity 1

Expose students to technology related lessons via the Promethean Board not limited to Gizmos and Discovery Education.

Facilitator

Ileana R. Sotolongo and Marleen Rodriguez

Participants

All Instructional Staff

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Budget Rollup

Summary

Description	Total
Grand Total	0