



Executive Summary for **FLAMINGO ELEMENTARY**

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section.

Description

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Flamingo Elementary was built in 1972 in Davie, Florida. Davie is a unique community with a distinct western-equestrian flavor. It is a very diverse area both economically and culturally; the students in the school reflect the diversity of the community. There is a strong sense of history, tradition, and stability surrounding this school. Many students have parents who also attended the school; many faculty and staff members have worked in the school for decades. Currently, there are six hundred twenty-one students enrolled in grades Pre-Kindergarten to 5. In accordance with district policy student teacher ratios are 1:18 in primary grades and 1:22 in intermediate grades. The demographics are as follows: 25% White; 4% Black; 60% Hispanic; 2% Multi; 0.1% Native; and 6% Asian. The Average Daily Attendance is 64.8%.

The administration consists of the principal and an assistant principal. There are twenty-nine classroom teachers, four special area teachers, a Resource Teacher, an ESSER Teacher, a Literacy Coach, a Math/Science Coach, a Guidance Counselor, an Exceptional Student Education Specialist, a Speech/Language Pathologist, and an Exceptional Student Education Support Facilitator. Seventeen staff members have Master's Degrees, one has a degree beyond the Masters level. There are 4 to 6 classes in each grade and there are 5 grade levels with a dual language program. There is one gifted and high achieving class per grade level beginning in first grade. The school has four Special subjects on a eight-day rotation schedule. The special subjects include Art, Media, Music, and Physical Education. The school uses the Florida State Standards and the B.E.S.T. Standards as the basis for its curriculum at each grade level. Instructional delivery and resources are aligned to the standards. Teachers attend monthly Professional Learning Communities to develop standards-driven

differentiated lessons, determine appropriate instructional resources, and analyze formative and summative assessments.

There are currently 47 (7.5%) students who are eligible for Exceptional Student Education (ESE) services. The Flamingo Elementary ESE department provides the following services to our students: pull-out resource; push-in resource; and consultation. ESE teachers provide services to students with the following exceptionalities: Autism Spectrum Disorder (ASD); Emotional/Behavioral Disability (EBD); Physically Impaired - Other Health Impaired (OHI); Specific Learning Disability (SLD); and Speech/Language Disability (S/L). Related services are provided by itinerant teachers for: Family Counseling; Occupational Therapy; and Physical Therapy. Gifted services are also provided in Gifted/High Achieving Classes by teachers who have the Gifted Endorsement. Flamingo Elementary has 151 (24.3%) students who are English Language Learners (ELLs). A classroom assistant is assigned to work with identified students in English Language Arts (ELA) in push-in and pull-out models. Teachers use English Speakers of Other Languages (ESOL) strategies with their ELL students within the classroom setting on a daily basis.

Technology is infused throughout the curriculum and has increased over the past few years. Students in grades 2-5 have a one-to-one student-computer ratio. Students have Lenovo Laptops. Students in grade 1 have up to 6 Lenovo Laptops to share per classroom. Students in Kindergarten have up to 6 iPads to share per classroom. In addition, there are Lenovo laptops for back up when a computer is out for repair. There are 32 Promethean Boards, 8 Recordex Boards, 18 Recordex Document Cameras, and 33 Polycom Studio Cameras.

Flamingo Elementary School is committed to increasing parental involvement. Open Houses are widely attended and an increasing number of parents in attendance for events such as Academic Nights, Kindergarten Round-Up, School Advisory Council Meetings, and Math Nights. In addition, the school has a School Advisory Council (SAC) that oversees the School Improvement Plan. The school also has an active Parent Teacher Organization that sponsors fund-raising activities each year. Last school year, Flamingo was awarded the Golden School Volunteer Award. The school is in partnerships with the local Publix Supermarket, Dairy Queen, Antonio's Pizza Rant. Lastly, in addition to all of the above, Flamingo Elementary provides an on-site before care, after-school care, and summer camp academy; there are 15 enrolled in before care and 116 students enrolled in after-school care this school year.

Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of the school is to provide a safe and secure environment where a foundation of skills is built to ensure each student has developed good character and the knowledge to achieve success in all endeavors. The school's belief statements are as follows: To foster an environment that allows students to learn within a safe haven academically, emotionally, physically, and socially. To maintain frequent and meaningful communication between home and school in order to keep parents informed of the learning process and how it affects their children. To allow students the opportunity to make decisions and to accept the responsibilities for those decisions. To instill in students an appreciation for diversity of all cultures. To ensure that all students are exposed to the latest technology that emphasizes critical skills, creative thinking, cooperation and the ability to seek out information.

In keeping with our mission, Literacy is a major area of focus at Flamingo Elementary School. Our Literacy program is comprised of various crucial components to ensure all our students meet or exceed standards. To accomplish this, school wide programs include push in and pull out models to individually meet the learning needs of each individual student. Students receiving services include students in the bottom quartile, English Language Learner Students (ELL), Exceptional Students Education (ESE) students, and students in the Response to Intervention (RtI) program. Research based materials and strategies are used during small groups and individual instruction to target student weaknesses and build upon student strengths. In addition to meeting student needs through small group and individual instruction, the teachers and literacy coach at Flamingo meet regularly in learning communities and during professional development sessions to plan effective literacy lessons that utilize appropriate and high interest materials for whole group lessons. The coach and classroom teachers use the core reading program and other research-based materials such as Scholastic News to support instruction. Classroom teachers and the literacy coach continually reflect on their teaching practices to make ongoing growth to their instructional delivery. A reading Instructional Focus Calendar was created help teachers identify specific ELA standards needing additional instruction. The teachers and coach also provide feedback to the students on a regular basis, so the students can track their learning progress and monitor their growth as well.

The acquisition and application of Mathematics is also a major focus at this school in accordance with our mission. As with Literacy, the Math Program at this school is comprised of various and crucial components to ensure that students meet or exceed Florida Standards and/or BEST Standards. The instructional deliveries for math include in-class whole group, small group instruction (centers in grades K-2), and pull-out and push-in models. The Instructional Focus Calendar for math includes activities to increase problem-solving comprehension and math fluency at each grade level. The coach and classroom teachers use the core math program but supplement with the district's Elementary Learning Canvas site, for district-created lesson plans, and differentiated center activities to ensure standards are being taught. Additionally, a Math IFC was created to help teachers identify specific Math standards needing additional instruction. Flamingo offers extended learning opportunities for identified

students K-5 in Reading and in Math. In addition, English Language Learners are also offered academic support through a Title III Grant after school in the spring.

To further ensure that all the students at Flamingo Elementary meet or exceed state standards and to ensure that all students are successful, the school has a Collaborative Problem Solving Team (CPST). Currently, 64 students are receiving targeted interventions. The CPS team, comprised of school administration, school counselor, Literacy Coach, Math Coach, school psychologist, school social worker, teacher and parents meet regularly to identify areas of need, analyze data, then align to deficiencies in reading, math, and/or behavior, and subsequent meetings following implementation of interventions to gauge student progress and determine next steps. Teachers identify students struggling with academics and/or behavior and refer them to the CPS team. The team meets again after six to eight weeks to review the student data and determine if the intervention is being successful or if additional interventions need to be explored.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Student achievement at Flamingo Elementary has been consistently above the mean over the past three years. Since the district's use of the Socio-Economic (SES) Band model that compares schools with similar demographics to each other, the proficiency scores for the students at this school placed them in the top third of the schools in the band for both reading and math based on the FSA.

Based on FSA scores for the 20-21 school year, Flamingo scored: 53% in Reading proficiency, 57% learning gains in Reading, 45% in Reading lowest quartile proficiency, 53% in Math proficiency, 38% learning gains in Math, 17% in Math lowest quartile proficiency, and 47% in Science proficiency.

Due to the Coronavirus pandemic, the Florida Standards Assessment (FSA) was not administered during the 2019-2020 school year. Therefore, there are no FSA scores to compare for the 19-20 school year.

Based on FSA scores for the 18-19 school year, Flamingo scored: 60% in Reading proficiency, 58% learning gains in Reading, 55% in Reading lowest quartile proficiency, 67% in Math proficiency, 68% learning gains in Math, 60% in Math lowest quartile proficiency, and 57% in Science proficiency.

Levels of Proficiency on Progress Monitoring Assessments						
Flamingo ES	iReady Diagnostic 1 ELA 21-22	iReady Diagnostic 1 ELA 20-21	ELA GAP	iReady Diagnostic 1 MATH 21-22	iReady Diagnostic 1 MATH 20-21	Math GAP
Grades 3-5	40%	42%	-2%	22%	22%	0%
Grade 3	53%	53%	0%	22%	13%	+9%
Grade 4	36%	35%	+1%	21%	22%	-1%
Grade 5	33%	41%	-8%	26%	30%	-4%

Based upon our iReady Diagnostic 1 ELA 21-22 data for Grades 3-5, Phonics, Vocabulary, and Comprehension are the weakest areas in reading. Support staff and instructional staff are aware of this data and will continue to progress monitor these specific areas across grade levels. iReady Diagnostic 1 Math 21-22 data showed that Geometry is the weakest strands. Our iReady Diagnostic 1 data for the 21-22 school year shows that students made minimal progress overall in Reading and in Math. Learning loss is prevalent due to the Coronavirus pandemic. Our desired state is to focus on the gaps

that exist in our data and continue to support the effective instruction that is already taking place. Specifically, we will put the most support into Reading and Math for Grade 5. All the instructional support and resources are designed to increase student achievement this school year.

After comparing and analyzing the iReady Diagnostic data for the 21-22 school year, each grade level professional learning community will focus on utilizing the various reports available through the iReady Teacher Resources. One of the most critical reports will be the Standards Report which gives specifics on each students' progress towards mastering the standards. This report will aid in the identification of areas to strengthen and help progress monitor specific areas that classroom teachers are focusing on in Reading and in Math; Phonics, Vocabulary, and Comprehension in Reading and Geometry in Math.

Aside from all technology resources, classroom teachers continue to implement standards-based formative assessments to identify the percentage of students at proficiency, satisfactory, and needs improvement in Reading and in Math. Teachers analyze this information to inform their teaching strategies, regroup students for small group instruction, and drive their instruction overall.

In Reading, classroom teachers are implementing Leveled Literacy Intervention (LLI) as an assessment tool that helps to identify independent, instructional, and frustration reading levels for each student. This assessment is a reading running record administered with the same procedures as the Benchmark Assessment System (BAS). The LLI/BAS assessments are the foundation for how classroom teachers create small group lessons. Students are continuously being assessed in Reading. Teachers in grades K-5, implement and model close read strategies. Teachers in grades 3, 4, and 5, create lessons based on test specification data in Reading. The Reading Resource teacher and the Literacy Coach conduct small groups for specific reading skills (Comprehension, Phonics) using research-based interventions (write-in-reader, QAR, Phonics for Reading, Journey's Tool Kits). In addition, one-on-one tutoring is offered, for primary learners, by Innovations for Learning with a Reading Specialist.

In Math, K-5 teachers implement and model Mathematics steps to problem solve using strategies (Understand, Plan, Solve, Check). Teachers use a math word problem of the day lesson to show students how to solve word problems through this process. Classroom teachers use this targeted Math Improvement Strategy and Math Fluency during instructional time. In addition, the school has a Math Coach who enhances Staff Development and models lessons for teachers. Teachers in grades 3, 4, and 5, create lessons based on test specification data in Math.

In Science, teachers in grade 3-5 use the BSA Science test item guides and an instructional focus

calendar to drive their standards-based instruction. All science instructional focus calendars are based on the Big Ideas for Science. Students participate in activities planned through a variety of resources such as Science Boot Camp, Stemsopes, and Science A to Z. Teachers plan science experiments to give students a hands-on experience that assists in taking concepts from concrete to abstract. Teachers also integrate reading instruction with science instruction through the use of graph organizers and vocabulary spiral reviews.

To improve student performance on standardized tests and minimize the effects of academic loss due to the pandemic, Flamingo Elementary School sponsored an extended learning opportunity (ELO) program for all students. In an effort to prepare students in grades K-5 for success, Flamingo Elementary offered Reading and Math tutorial services after school hours. In addition, 5th Grade students were offered Science Camp. During these additional hours each week, teachers were able to provide additional targeted instruction based on the needs of the students in their classroom.

We are addressing the gaps in the following ways: BSA Data is analyzed in PLC's by Item Analysis. BSA Data is also analyzed, by teacher, determining the percentage of students at mastery, proficiency, satisfactory, and needs improvement. Instructional Focus calendars with a combination of iReady Assessments analyzing standards that are being implemented, with data analyzed at monthly PLC meetings. A Lowest Quartile report was shared with Team Leaders to ensure all students in the lowest quartile are receiving interventions in Reading and/or Math. These students should also be identified for Tier 2 or Tier 3 of the Response to Intervention process. This information is also entered into BASIS where Tier 1 strategies in use are documented. Reading and Math small group interventions are continuing, and students may be added as needed through the RtI process. Teachers are working on providing specific feedback to students and having students set goals for increased success in standards instruction. Teachers are working on helping students correct common mistakes. Our teachers have been working on our Integration of Knowledge and Ideas, Math Fluency, and Writing. Using the Florida Standards Assessment site, assessments have been created by the Literacy and Math coaches, in collaboration with classroom teachers, to provide our students with more opportunities to work in weaker cluster areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

There are many traditions at Flamingo Elementary School of which we are very proud. Some of these unique Flamingo traditions include: Our Grade 1 students attending the Bergeron Rodeo yearly; our Olympics Program coordinated by our Physical Education Teacher whereby each class represents a country and students compete for the Olympic Gold, Silver, and Bronze medals; our Grade 4 students put on a Wax Museum where they give biographic information about famous people; our Grade 5 students visit Junior Achievement's Biz Town each school year to authentically engage in personal and professional life skills. Although the Covid-19 pandemic has altered some of the activities that will be held, Flamingo will hold onto these traditions and continue to make adjustments keeping safety at the forefront.

During a typical school year, Flamingo has a Safety Program, Art Program, Music Program, and an outstanding After-School Care Program with many areas of excellence. The Aftercare program was in first place for Web and Mobile games in Dimension U. There are, traditionally, seven extra-curricular activity clubs which are Teachers of Tomorrow, Ecology Club, Debate, National Elementary Honor Society, Safety Patrol, Robotics, and Morning Announcements. We, at Flamingo Elementary School, are also very proud of Parent/Teacher Organization that sponsors successful fundraisers each year, our Partners in Education for their donations to our school, and our outstanding volunteer program that has enabled us to be the recipients of the Golden School Award for the past thirty-six years. Flamingo Elementary is phenomenal school!