Flamingo Elementary School

2021-22 Schoolwide Improvement Plan

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Flamingo Elementary School

1130 SW 133RD AVE, Davie, FL 33325

[no web address on file]

Demographics

Principal: Philip Bullock

Start Date for this Principal: 9/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: C (50%) 2016-17: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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1130 SW 133RD AVE, Davie, FL 33325

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	59%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Flamingo Elementary 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.

Provide the school's vision statement.

The vision of the faculty and staff at Flamingo Elementary School is to:
-Foster an environment that allows students to learn within a safe haven-academically, emotionally, physically, and socially.
-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 the 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.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Bullock, Philip	Principal	Repsonsible for providing instructional leadership and managing all aspects of the school environment (operational, budget, community involvement, etc.)
Arroyo, Hillary	Assistant Principal	Responsible for providing instructional leadership and managing all aspects of the school enviornment (operational, budget, community involvement, etc.)
Rodriguez, Stephanie	Teacher, K-12	As the SAC Chair, Ms. Rodriguez is responsible for facilitating the development of the School Improvement Plan (SIP). She monitors implementation of the SIP, evaluates the effectiveness of the SIP, provides assistance in the preparation of the school's annual budget, and makes recommendations as to the alignment of instructional staffing and instructional materials to support the SIP.
Horowitz, Marc	Instructional Coach	Responsible for coaching instructional staff on Math standards and curriculum. Provides support to teachers and students by modeling effective instructional strategies. Provides adminstrative support in the collection of student data as it relates to Mathematics.
Darnell, Ramona	Teacher, ESE	Responsible for coodinating all required Exceptional Student Education (ESE) meetings. She assists general education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP Goals. Provides indivudualized instruction to support IEP goals.
Harvey, Shoshanah	School Counselor	Responsible for addressing the Social Emotional needs of the school community. She provides behavior support and assists with the monitoring of MTSS initiatives. Periodically checks in with individual students as needed.
Maisel, James	Instructional Coach	Responsible for coaching instructional staff on English Language Arts standards and curriculum. Provides support to teachers and students by modeling effective instructional strategies. Provides adminstrative support in the collection of student data as it relates to Reading.

Demographic Information

Principal start date
Monday 9/27/2021, Philip Bullock

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

621

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

6

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

5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	95	105	113	103	137	0	0	0	0	0	0	0	639
Attendance below 90 percent	19	21	25	26	18	17	0	0	0	0	0	0	0	126
One or more suspensions	1	2	0	1	1	4	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	23	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	16	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	10	9	16	36	24	25	0	0	0	0	0	0	0	120
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	4	11	21	12	27	0	0	0	0	0	0	0	83

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	6	14	8	2	1	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				60%	59%	57%	61%	56%	56%
ELA Learning Gains				58%	60%	58%	59%	57%	55%
ELA Lowest 25th Percentile				55%	54%	53%	47%	51%	48%
Math Achievement				67%	65%	63%	58%	62%	62%
Math Learning Gains				68%	66%	62%	48%	60%	59%
Math Lowest 25th Percentile				60%	53%	51%	30%	47%	47%
Science Achievement				57%	46%	53%	49%	49%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	60%	3%	58%	5%
Cohort Comparison						
04	2021					
	2019	49%	62%	-13%	58%	-9%
Cohort Comparison		-63%				
05	2021					
	2019	58%	59%	-1%	56%	2%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	65%	2%	62%	5%
Cohort Comparison						
04	2021					
	2019	64%	67%	-3%	64%	0%
Cohort Comparison		-67%				
05	2021					
	2019	62%	64%	-2%	60%	2%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	55%	49%	6%	53%	2%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used for English Language Arts and Mathematics in Grades 1-5 is iReady. All progress monitoring data is based on 3 assessment periods (fall, winter, spring) using the iReady program. In Grade 5, instructional staff administered Broward Standards Assessment in Science (BSA) which evaluates grade level standards mastery.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	39/45%	44/50%	58/64%
	Economically Disadvantaged	18/33%	23/43%	30/54%
	Students With Disabilities	6/43%	5/36%	7/50%
	English Language Learners	3/18%	2/11%	5/25%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	28/32%	36/41%	55/61%
	Economically Disadvantaged	16/30%	19/35%	31/56%
	Students With Disabilities	5/36%	5/36%	8/57%
	English Language Learners	3/17%	2/11%	7/35%

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	42/43%	56/55%	62/62%
	Economically Disadvantaged	20/35%	28/46%	33/55%
	Students With Disabilities	4/25%	5/31%	6/38%
	English Language Learners	0	3/16%	4/22%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	22/23%	40/41%	46/46%
	Economically Disadvantaged	11/19%	18/31%	21/35%
	Students With Disabilities	1/6%	3/19%	4/25%
	English Language Learners	1/6%	2/11%	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	55/52%	65/61%	63/59%
	Economically Disadvantaged	34/51%	42/62%	41/62%
	Students With Disabilities	6/40%	7/44%	7/44%
	English Language Learners	5/16%	7/22%	9/29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/14%	32/30%	49/48%
	Economically Disadvantaged	7/10%	17/25%	27/42%
	Students With Disabilities	2/13%	3/19%	6/38%
	English Language Learners	0	1/3%	5/18%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	34/35%	44/45%	41/47%
	Economically Disadvantaged	12/21%	19/32%	17/33%
	Students With Disabilities	2/14%	3/21%	3/27%
	English Language Learners	1/5%	1/5%	1/5%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/22%	35/36%	46/58%
	Economically Disadvantaged	7/12%	12/20%	22/46%
	Students With Disabilities	2/14%	3/21%	2/18%
	English Language Learners	1/5%	0	3/16%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54/41%	67/49%	62/55%
	Economically Disadvantaged	28/34%	33/39%	31/46%
	Students With Disabilities	3/13%	5/21%	4/19%
	English Language Learners	2/7%	2/7%	4/17%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40/31%	57/42%	67/62%
	Economically Disadvantaged	23/28%	29/33%	36/55%
	Students With Disabilities	1/4%	3/13%	7/35%
	English Language Learners	0	3/10%	8/36%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			44/36%
	Economically Disadvantaged			21/30%
	Students With Disabilities			5/22%
	English Language Learners			0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	32	27	31	18		24				
ELL	34	49	40	39	51	27	38				
ASN	65			59							
BLK	70			50							
HSP	47	57	43	48	34	20	38				
WHT	62	50		61	38		59				
FRL	43	47	37	43	34	11	38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	52	61	38	63	60	26				
ELL	47	54	58	59	68	68	41				
BLK	35	53		60	71		46				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	58	58	56	66	67	67	54				
WHT	66	61	50	69	70	59	60				
FRL	54	52	57	63	65	52	54				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	28	52	49	23	37	32	16				
ELL	47	44	35	46	38	22	27				
ASN	75			58							
BLK	55	46		60	54						
HSP	59	59	47	57	44	26	48				
WHT	62	61	46	56	55	38	53				
FRL	53	54	46	50	44	33	39				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	381
Total Components for the Federal Index	8
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	62
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends that emerge across grade levels and subgroups show a slight decrease in student proficiency for English Language Arts (ELA) Achievement and Learning Gains. However, the Lowest 25th Percentile in ELA show a positive trend of 8%. The trends that emerge across grade levels and subgroups show an increase between 9% to 30% in Mathematics Achievement, Learning Gains, and Lowest 25th Percentile.

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

The data components for the Students with Disabilities (SWD) Subgroup on the 2019 state assessments demonstrates the need for improvement in both English Language Arts and Mathematics.

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

The contributing factors of this need for improvement with SWD students is related to the need for individualized instruction. The new actions that would need to be taken to address this need for improvment are the implementation of targeted small group instruction with the ESE teacher.

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

The data components, based off progress monitoring assessments that showed the most improvement were SWD students in the core content area of Mathematics with a 31% increase in proficiency. The data components, based off 2019 state assessments that showed the most improvement were SWD in Lowest 25th Percentile who made Learning Gain demonstrating a 12% increase in proficiency.

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

The contributing factors of this improvement were high quality instruction provided by classroom teachers. The new actions that would need to be taken to sustain this trend will be the implementation of monthly data analysis and planning for rigorous instruction.

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

The strategies that will need to implemented in order to accelerate learning are small group instruction and targeted interventions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Based on contributing factors and strategies identified to accelerate learning, the professional development opportunities that will be provided at the school to support teachers and leaders will include professional learning offered by the district with a focus on standards-based instruction.

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

An additional service that will be implemented to ensure sustatinability of improvement in the next year and beyond is the continous identification of areas of need and the collaboration that takes place to address these concerns. Professional learning communities are an opportunity for staff to analyze data and discuss implementation strategies for differentiated instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	The trends that emerge across grade levels and subgroups show a slight decrease in student proficiency for English Language Arts (ELA) Achievement and Learning Gains. However, the Lowest 25th Percentile in ELA show a positive trend of 8%. The trends that emerge across grade levels and subgroups show an increase between 9% to 30% in Mathematics Achievement, Learning Gains, and Lowest 25th Percentile.
Measurable Outcome:	Teachers will deliver high quality instruction to increase student achievement and reach our school goals of: ELA Achievement: 63% proficiency ELA Learning Gains: 61% proficiency ELA 25th Percentile: 58% proficiency
Monitoring:	This area of focus will be monitored for the desired outcome through the implementation of data chats in professional learning communities.
Person responsible for monitoring outcome:	Hillary Arroyo (hillary.arroyo@browardschools.com)
Evidence-based Strategy:	The implementation of explicit and systematic standards-based instruction to increase student achievement in ELA.
Rationale for Evidence-based Strategy:	Teachers benefit from professional development on standards-based instruction to support their rigorous high quality instruction in ELA.

Action Steps to Implement

Leadership team will collect and analyze student achievement data to identify areas of strengths and weaknesss.

Person Responsible	Hillary Arroyo (hillary.arroyo@browardschools.com)

Professional learning communities will focus on researching high yield instructional strategies and interventions focused on the identified areas of weakness.

Person Responsible	Hillary Arroyo (hillary.arroyo@browardschools.com)

Extended learning opportunities will be provided to remediate instruction in ELA.

Person Responsible	Marc Horowitz (marc.horowitz@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Flamingo Elementary does not have discipline data on SafeSchoolsforAlex.org.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

The school addresses building a positive school culture and environment with consistency. The school staff rewards students for meeting behavior expectations, showing academic progress and success, and attending school on a monthly basis. The entire class including classroom teachers are rewarded for meeting the expectations. For the social and emotional health of students, the school guidance counselor, shares Kid of Character (KOC) lessons and resources with instructional staff to be implemented with students. On morning announcements, KOC students are recognized monthly. Students will be recognized for positive behavior on morning announcements. Students have the opportunity to earn monthly incentives as a class utilizing a tiered reward system.

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

In promoting a positive culture and environment at the school, stakeholders are a critical component to building the school-home connection. Their role in the development of this culture and environment is critical to student learning. The school hosts School Advisory Council and School Advisory Forum meetings every month to aid in building a collaborative school-community culture with the shared goal of student learning. Title 1 Family and academic family nights are held throughout the year. To facilitate the home-school relationship weekly parent link email and text messages are sent to our stakeholders. Furthermore teachers consistently communicate with families via email, phone, app, and conferences throughout the year. Additionally we value the input of our families therefore we survey them on a regular basis.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$15,349.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400		2541 - Flamingo Elementary School	Title, I Part A		$4,610.00
			Notes: Substitutes for ELA Professional Develoment			

	5100		2541 - Flamingo Elementary School	Title, I Part A		$6,700.00
			Notes: iReady Toolbox for Grades K-5			
	5100		2541 - Flamingo Elementary School	Title, I Part A		$4,039.00
			Notes: LAFS Books for Grades 2-5			
					Total:	**$15,349.00**