

Broward County Public Schools

# Oakland Park Elementary School



2016-17 Schoolwide Improvement Plan

## Oakland Park Elementary School

936 NE 33RD ST, Oakland Park, FL 33334

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	88%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	D*	C	

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Broward 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Oakland Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of Oakland Park Elementary school is "Opportunity Promotes Excellence". We believe that given the opportunity, ALL students will meet with success.

##### b. Provide the school's vision statement.

The vision of Oakland Park Elementary school is "All students and staff will achieve to their greatest potential in an environment of caring and trust." Providing a welcoming and safe environment will create a culture of success, motivation, self-awareness and achievement.

#### 2. School Environment

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

There are many opportunities to learn about students' cultures and build relationships between teachers and students. Some of these are cultivated through our "Meet the Teacher" prior to the opening of school, "Open House", our numerous family nights, clubs and activities offered to students, as well as conferences with families. Students participate in many activities, throughout the year, that gives them an opportunity to share their culture and experiences, as well as become knowledgeable about and understand others' cultures. There are also events in the community that the school participates in.

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

Staff members are visible throughout the day. At each entrance, there are staff members present to greet students and parents in the mornings. Throughout the day, staff members are visible in hallways and walkways to assist students with any concerns. At the end of the day, staff members are at each exit to ensure students exit the campus safely. Expectations are taught to students in various settings and they are introduced to key support members that are accessible to them on the campus. An anonymous bullying box is available for students to report any acts of bullying they witness or experience. "Anti-Bullying" and "Character Education" development strategies are taught and promoted throughout the school year so that students feel safe, show respect, and become good moral citizens. We also give "Eagle Awards" to students who demonstrate excellent behavior skills and work to promote a positive environment in their classroom and school.

##### c. 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.

Our School-wide Positive Behavior Plan is developed based on analyzing the top 10 incidents from the previous year. The areas of the incidents were also identified and a positive plan was implemented to give points to students and classes displaying appropriate behaviors in those areas. Students were rewarded with certificates and "Lunch and a Movie". The plan is monitored and discussed to ensure fidelity of implementation. Our school is a "CHAMPs" school and teachers are trained on this management system to ensure that students are learning in an environment free from

distractions, as well as receiving training in "Anti-Bullying". Teachers have access to Behavior Support Resources from PBIS World to correctly identify a behavior infraction and implement strategies to de-escalate the situation. The RtI-B team and Positive Behavior Team is available as a resource for teachers and works with staff on minimizing behavior issues throughout the school.

**d. 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.**

Our guidance counselor works with small groups of students on coping strategies. Groups include mentoring 3rd grade retainees, anger management, social skills, divorce, grief, and others as needed. Guidance also provides mentors to students who are in need of additional support. In addition to these, we partner with CMET Counseling Services and are provided a counselor on campus to meet with students and families of students with socio-emotional needs. Our RtI-B team meets to discuss students with behavioral issues and offer strategies and skills for teachers to implement in the classroom.

### 3. Early Warning Systems

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

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

N/A

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

**1. 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	
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 or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

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

### B. Family and Community Engagement

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

**1. 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. Â§ 6314(b)(1)(F).



**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305758>.

**2. Description**

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

**2. 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.**

Various staff members reach out to the community and build relationships with businesses they frequent. Some of the partnerships we have developed include the City of Oakland Park, Oakland Park Library, YMCA, Kiwanis, CMET, Department of Health, Colgate, Dolphins, McDonalds and others. Some partners provide financial resources, whereas some provide needed supplies, food, clothing, and backpacks to students and families, or support us as volunteers in the school and on field trips. Our partners are provided many opportunities to share with the school in our Title 1 family nights, award assemblies, and winter and spring shows.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Woods, Cynthia	Assistant Principal
mcmahon, dawn	Instructional Coach
barakat, fatima	Instructional Coach
gans, jennifer	Teacher, ESE
page, elysia	School Counselor
Garcia, Michelle	Principal

**b. Duties**

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

The Principal analyzes student and teacher data, establishes the curriculum instructional plan, monitors instruction and provides feedback, and supports the staff. The principal meets and collaborates with the Rtl team, support team and team leadership on curricular interventions and classroom supports, shares data and collaborates on instructional plans. The Administration analyzes and monitors student and teacher data, classroom instruction, collaborates with teachers on intervention resources and strategies, provides feedback to teachers, and supports the staff through Rtl, Common Planning Meetings, PLCs, Data Chats, and staff meetings, and manages the disciplinary concerns. The coaches establish the instructional focus calendar, provide content area resources, model for teachers, provide professional development and monitor teachers' instructional



practice, as well as work with individual and groups of students. The Guidance Counselor and ESE Specialist collaborates with staff on meeting students' academic and socio-emotional needs, and provide supports to staff and families. All of the above collaborate with teachers in the RtI process to identify students needing supports and provide the needed supports to meet the students' needs.

**2. 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.**

Teachers identify students demonstrating academic or socio-emotional concerns. Through the process of providing interventions, documenting interventions and graphing student outcomes, students are either monitored by the classroom teacher (if progress is being made), or referred to RtI for additional support. The RtI team, consisting of the parent(s), ESE Specialist, coaches, classroom teacher, administration, and school psychologist meet twice per month to review the data, interventions and monitoring plans that will be put in place. Through federal, state, and local funds, Oakland Park provides additional support for parent training and family nights, experiences for students through SEAS (Student Enrichment of the Arts) programs, iReady, iStation, MyOn, School-City and Reflex programs to increase student achievement, professional development for teachers and staff on differentiation, rigor, and the Florida Standards.

Title 1 funds are used to pay for a math coach who provides a math instructional focus calendar, staff development, coaching and mentoring, push-in and pull-out support, FSA camp instruction, and analysis of student data. It also pays for 2 additional teachers to help in keeping the class sizes low. Title 3 funds are used to provide a teacher assistant to work with ELL students in grades 3-5.

ESE funds are used to provide resources for resource teachers to work on IEP goals for individual students.

Extended Day funds are used to build phonics, fluency and comprehension. All K-5 teachers are involved, as well as support staff pushing in to classrooms for support.

SAI funds provide FSA afterschool camps for students in grades 2-5 to close the achievement gap.

ELL funds are used for the Limited English Proficiency (LEP) afterschool camp for grades 2-5 students to help with language acquisition.

Funds are also used to provide 2 additional ESPs for push-in and pull-out groups for students struggling in reading and writing.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

<b>Name</b>	<b>Stakeholder Group</b>
Michelle Garcia	Principal
Peggy Reynolds	Business/Community
Shirley Blands	Parent
Murat Jean-Charles	Parent
David Lopez	Parent
Vanessa Lopez	Parent
Roselor Pierre-Louis	Parent
Parmine Pitamber	Teacher
Jackie Urich	Teacher
Gwendolyn Batie	Business/Community
Sharonda Philpot	Parent
Donna Sacco	Teacher
Brenda Bass	Parent
Fatima Barakat	Teacher
Vivian Walker	Education Support Employee
Sharon Stephens-Buitrago	Teacher
	Student

## **b. Duties**

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

#### **a. Evaluation of last year's school improvement plan**

SAC held monthly meetings to discuss and monitor the School Improvement Plan (SIP), as well as discuss district goals and initiatives. Recommendations were made and revisions completed on the SIP when necessary. This year's SAC will review the school's 2015- 2016 FSA data in ELA, Math and Science, and the school grade and make recommendations for the 2016-'17 SIP.

#### **b. Development of this school improvement plan**

All Stakeholders are invited and encouraged to become a part of the SAC. An invitation is sent home with all students inviting parents and community partners to attend SAC meetings (which are held monthly) and be a part of the team. Data from the FSA, district assessments and school assessments are shared as well as resources being used to increase student proficiency. Recommendations are made and votes to utilize any funds to support initiatives that will impact student achievement in a positive way are held. Approval of the plan is made and monitored throughout the year.

#### **c. Preparation of the school's annual budget and plan**

The school's budget is planned according to district and state guidelines. The Principal is responsible for the school's annual budget. All stakeholders are invited to review the budget, and SAC, as the governing body, can provide input.

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

Extended Learning Camps \$10,000

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Garcia, Michelle	Principal
mcmahon, dawn	Instructional Coach
barakat, fatima	Instructional Coach
Woods, Cynthia	Assistant Principal
burton, matthew	Teacher, K-12
conner, pamela	Teacher, K-12
duncan, heidi	Teacher, K-12
robinson, amy	Teacher, K-12
walker, ricky	Teacher, K-12
lam, faviola	Teacher, PreK
terwileeger, mary	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

Instruction is based on the Florida Standards and follows an Instructional Focus Calendar that targets specific standards each week. The focus will be on early detection of weaknesses, starting with fluency, then vocabulary development and comprehension. Instructional resources, beyond the basal will be used, as well as utilizing "Thinking Maps". Assessments will be given through School-City monthly to monitor students' success with the standards. Remediation and Enrichment Days (RED) will focus on the "Walk to Read" model where students will receive instruction in their areas of weaknesses by the teacher who has the most success with that standard. Literacy is also promoted throughout the school through the "Power Hour". This is a time of school-wide literacy focused instruction. Common Planning every 2 weeks with the literacy coach will provide teachers with model lessons, resources and information for literacy. PLCs will focus on data analysis, strategies, and resources to reach all students at varying levels.

**D. Public and Collaborative Teaching**

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

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

Teachers have Common Planning and use this time to collaborate, plan, analyze data, participate in professional development, and provide support to one another. PLCs are held to decompose the standards, select resources, aligned to standards, for instruction, review data, plan remediation and enrichment activities, and share best practices.

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

Oakland Park utilizes the district's "Applitrack" system to find instructional staff that have been interviewed and recommended for hire. The New Educator Support System (NESS) Coach assigns new teachers to mentors who meet with them periodically through the week to provide support. Grade level teams collaborate during common planning and PLCs and provide guidance, strategies, modeling, and additional support. Administration provides professional development, feedback through classroom walkthroughs, and support.

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

Through the NESS program, new teachers are paired with experienced teachers who demonstrate a proven record of student achievement to provide support. Instructional coaches also provide direct support and mentoring, as well as providing modeling and resources. Administration meets with teachers to discuss students, data, policies, and means of support.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

The Florida Standards drive instruction. Administration meets with Instructional Coaches to ensure that the core instructional programs and materials are aligned to the Florida Standards. An instructional focus calendar is developed to ensure the progression of standards and that all standards are taught. Coaches provide support to teachers and meet to share best practices and strategies. Teachers are offered professional development through the district, as well as the school on the Florida Standards and how to implement aligned resources in the classroom.

#### **b. Instructional Strategies**

**1. 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.**

Throughout instruction, teachers use formative assessment data to determine students' progress towards mastery of each standard. Centers within the classroom focus on students needing intervention, practice, or enrichment, and teachers work with small groups to help students meet mastery of the standard. Summative data is used to determine students' areas of strengths as well as deficits on each standard. Remediation Enrichment Days are implemented to provide differentiated instruction and target students' areas of weakness with hands-on and interactive activities. Students are grouped with teachers who have demonstrated proven success with that standard.

**2. 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: Extended School Day**

**Minutes added to school year: 10,800**

All students receive an additional 60 minutes of intensive reading instruction each day. Students are grouped according to their needs and are provided instruction in phonics, vocabulary, and/or comprehension through supplemental resources.

**Strategy Rationale**

The extended day will enable Oakland Park to provide focused and intensive reading support to students to close the achievement gap and increase student mastery of the standards.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Garcia, Michelle, michelle.garcia@browardschools.com

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

Each student will be administered a phonics assessment to determine where, if at all, they fall on the phonics continuum. Each quarter, the students will be assessed as to their progress on the phonics continuum based on a phonics assessment. This will be in addition to the formative data each teacher will collect as they progress through the Phonics program.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

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

The PK and Headstart programs are aligned to the K-3 national standards. The Headstart program maintains ongoing communication between the school and the parents. At the end of the year, Headstart and PK students who will be entering kindergarten spend part of the day in a kindergarten class to get used to the routine and structure. Kindergarten Round-up is held multiple days at varying times to get the most participation and to share the programs with parents. Parents are able to hear of the academic expectation for kindergarten, meet the teachers, visit the classrooms and have a tour of the school. Fifth grade students participate in assemblies featuring middle schools and magnet schools, and are given presentations on transitioning from elementary to middle school, expectations, school culture, and sports/ clubs available. There are also visits by 5th grade students to the feeder middle school.

### **b. College and Career Readiness**

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

Oakland Park establishes relationships with the community and business partners to provide volunteer and mentor opportunities. Partners also provide financial and tangible resources to the school. Our "College and Career Day" provides students with the opportunity to learn about

numerous colleges and career opportunities available and make the real-world connection to what they are learning to how it will impact their career choices in the future.

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

Their educational experiences at Oakland Park, as well as their participation in Science, Spanish, and various STEM and technology activities will be the foundation for numerous programs available at Broward County Public Schools' Technical Schools.

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

Teachers incorporate information on various careers, in the sciences and math, through reading passages. There are two kindergarten and 1st grade Dual-Language classes at Oakland Park, and fifth grade students learn about business and entrepreneurship through participation in JA BizTown. All students learn about career options as teachers integrate Career Day with the curriculum.

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## 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

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** If teachers implement high quality literacy instruction aligned to the Florida Standards with rigor and fidelity, then students' proficiency will increase in all content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** If teachers implement high quality literacy instruction aligned to the Florida Standards with rigor and fidelity, then students' proficiency will increase in all content areas. 1a

G084518

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	41.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of familiarity of the Florida Standards and planning effective strategies to align with literacy-based interdisciplinary units of study.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Professional development for teachers on unwrapping the standards, including the DOK levels of the standards.
- PLCs focused on analyzing data, resources and strategies, and sharing of best practices.
- Push-in support by Support Staff to target fluency, vocabulary, and/or comprehension skills with small groups of students.
- Student data chats with teachers and support staff, and data chats with teachers by administration and coaches.

**Plan to Monitor Progress Toward G1.** 8

School-City Assessments for ELA

**Person Responsible**

dawn mcmahon

**Schedule**

Monthly, from 9/30/2016 to 5/26/2017

**Evidence of Completion**

Data Reports, data chat schedules

**Plan to Monitor Progress Toward G1.** 8

School-City Assessments for Math

**Person Responsible**

fatima barakat

**Schedule**

Monthly, from 9/30/2016 to 5/26/2017

**Evidence of Completion**

Data Reports, data chat schedules

Plan to Monitor Progress Toward G1. 8

BAS

**Person Responsible**

dawn mcmahon

**Schedule**

Quarterly, from 9/30/2016 to 6/8/2017

***Evidence of Completion***

Data Reports, data chats

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.** If teachers implement high quality literacy instruction aligned to the Florida Standards with rigor and fidelity, then students' proficiency will increase in all content areas. **1**

 G084518

**G1.B1** Lack of familiarity of the Florida Standards and planning effective strategies to align with literacy-based interdisciplinary units of study. **2**

 B224559

**G1.B1.S1** All instructional staff will be provided professional development opportunities on unwrapping the standards, Webb's DOK and rigor. **4**

 S237003

### Strategy Rationale

To strengthen understanding of the standards and the strategies and resources that meet the appropriate DOK level of the standard.

### Action Step 1 **5**

Provide professional development on unwrapping the ELA standards, DOK, and rigor.

#### Person Responsible

dawn mcMahon

#### Schedule

Monthly, from 8/17/2016 to 5/26/2017

#### Evidence of Completion

Sign-in sheets, lesson plans, classroom walkthroughs, assessment data

### Action Step 2 **5**

Provide professional development on unwrapping the Math standards, DOK, and rigor.

#### Person Responsible

fatima barakat

#### Schedule

Monthly, from 8/23/2016 to 5/26/2017

#### Evidence of Completion

Sign-in sheets, lesson plans, classroom walkthroughs, assessment data

### Action Step 3 5

Instructional staff will participate in PLCs focusing on data analysis, sharing best practices, collaborating on remediation and enrichment strategies, and diving down to be sure that the data drives the instruction. Inservice \$1500 and Teacher training \$1500-our budget, with subs \$10,000-Title I

#### **Person Responsible**

Cynthia Woods

#### **Schedule**

Biweekly, from 9/13/2016 to 5/23/2017

#### ***Evidence of Completion***

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

Monitoring of PLCs by administration and support staff

#### **Person Responsible**

Cynthia Woods

#### **Schedule**

Biweekly, from 9/13/2016 to 5/23/2017

#### ***Evidence of Completion***

Sign-in sheets, minutes

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

Conduct on-going observations of teacher practice to provide explicit feedback towards improvement.

#### **Person Responsible**

Michelle Garcia

#### **Schedule**

Weekly, from 8/29/2016 to 6/8/2017

#### ***Evidence of Completion***

I-observation tool, conferences, data reports

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

Administrators will conduct on-going observations and progress monitoring of teachers' instructional practices and implementation of Florida Standards at the appropriate level of rigor, through data chats, meetings, reflection and feedback.

**Person Responsible**

Michelle Garcia










**Schedule**

Weekly, from 8/29/2016 to 6/8/2017

***Evidence of Completion***

School-City, BAS and FLKRS data, Broward Standards Assessment, student portfolios, ILS reports

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.MA1  M312185	Monitoring of PLCs by administration and support staff	Woods, Cynthia	9/13/2016	Sign-in sheets, minutes	5/23/2017 biweekly
G1.B1.S1.A3  A306093	Instructional staff will participate in PLCs focusing on data analysis, sharing best practices,...	Woods, Cynthia	9/13/2016		5/23/2017 biweekly
G1.MA1  M312187	School-City Assessments for ELA	mcmahon, dawn	9/30/2016	Data Reports, data chat schedules	5/26/2017 monthly
G1.MA2  M312188	School-City Assessments for Math	barakat, fatima	9/30/2016	Data Reports, data chat schedules	5/26/2017 monthly
G1.B1.S1.A1  A306091	Provide professional development on unwrapping the ELA standards, DOK, and rigor.	mcmahon, dawn	8/17/2016	Sign-in sheets, lesson plans, classroom walkthroughs, assessment data	5/26/2017 monthly
G1.B1.S1.A2  A306092	Provide professional development on unwrapping the Math standards, DOK, and rigor.	barakat, fatima	8/23/2016	Sign-in sheets, lesson plans, classroom walkthroughs, assessment data	5/26/2017 monthly
G1.MA3  M312189	BAS	mcmahon, dawn	9/30/2016	Data Reports, data chats	6/8/2017 quarterly
G1.B1.S1.MA1  M312184	Administrators will conduct on-going observations and progress monitoring of teachers'...	Garcia, Michelle	8/29/2016	School-City, BAS and FLKRS data, Broward Standards Assessment, student portfolios, ILS reports	6/8/2017 weekly
G1.B1.S1.MA2  M312186	Conduct on-going observations of teacher practice to provide explicit feedback towards improvement.	Garcia, Michelle	8/29/2016	I-observation tool, conferences, data reports	6/8/2017 weekly



## V. Professional Development Opportunities

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

**G1.** If teachers implement high quality literacy instruction aligned to the Florida Standards with rigor and fidelity, then students' proficiency will increase in all content areas.

**G1.B1** Lack of familiarity of the Florida Standards and planning effective strategies to align with literacy-based interdisciplinary units of study.

**G1.B1.S1** All instructional staff will be provided professional development opportunities on unwrapping the standards, Webb's DOK and rigor.

### PD Opportunity 1

Provide professional development on unwrapping the ELA standards, DOK, and rigor.

#### Facilitator

Dawn McMahon

#### Participants

Instructional Staff

#### Schedule

Monthly, from 8/17/2016 to 5/26/2017

### PD Opportunity 2

Provide professional development on unwrapping the Math standards, DOK, and rigor.

#### Facilitator

Fatima Barakat

#### Participants

Instructional Staff

#### Schedule

Monthly, from 8/23/2016 to 5/26/2017

## VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** If teachers implement high quality literacy instruction aligned to the Florida Standards with rigor and fidelity, then students' proficiency will increase in all content areas.

**G1.B1** Lack of familiarity of the Florida Standards and planning effective strategies to align with literacy-based interdisciplinary units of study.

**G1.B1.S1** All instructional staff will be provided professional development opportunities on unwrapping the standards, Webb's DOK and rigor.

### TA Opportunity 1

Instructional staff will participate in PLCs focusing on data analysis, sharing best practices, collaborating on remediation and enrichment strategies, and diving down to be sure that the data drives the instruction. Inservice \$1500 and Teacher training \$1500-our budget, with subs \$10,000-Title I

#### Facilitator

Cynthia Woods

#### Participants

Instructional Staff

#### Schedule

Biweekly, from 9/13/2016 to 5/23/2017

## VII. Budget

1	G1.B1.S1.A1	Provide professional development on unwrapping the ELA standards, DOK, and rigor.				\$0.00
2	G1.B1.S1.A2	Provide professional development on unwrapping the Math standards, DOK, and rigor.				\$0.00
3	G1.B1.S1.A3	Instructional staff will participate in PLCs focusing on data analysis, sharing best practices, collaborating on remediation and enrichment strategies, and diving down to be sure that the data drives the instruction. Inservice \$1500 and Teacher training \$1500-our budget, with subs \$10,000-Title I				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	100-Salaries	0031 - Oakland Park Elementary School	General Fund		\$1,500.00
			Notes: Inservice			
	6400	100-Salaries	0031 - Oakland Park Elementary School	General Fund		\$1,500.00
			Notes: Teacher training			

Broward - 0031 - Oakland Park Elementary School - 2016-17 SIP  
Oakland Park Elementary School

	0000	140-Substitute Teachers	0031 - Oakland Park Elementary School	Other Federal		\$10,000.00
			Notes: Function 644, Title I-B			
Total:						\$13,000.00