Oriole Elementary School

2016-17 Schoolwide Improvement Plan

Oriole Elementary School

3081 NW 39TH ST, Lauderdale Lakes, FL 33309

[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	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

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.

Table of Contents

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 Oriole Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Oriole Elementary's mission is to involve students, teachers, parents, community, and partnerships in providing an innovative curriculum and safe environment which will lead to high academic achievement among a diverse student population with a goal of educating the whole child.

b. Provide the school's vision statement.

Oriole Elementary's vision is to challenge students to excel beyond their potential in becoming college and career ready by creating a safe, supportive and positive learning environment, utilizing authentic strategies within the contexts of the Florida Standards.

2. School Environment

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

The teachers conduct community meetings called Oriole Time that allow students to share their cultures and build relationships between teachers and students. They also use literature to teach students about different cultures and tolerance.

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

As the students arrive to school, they report to the cafeteria to eat breakfast, and sit in designated areas in the cafeteria to read a book to ensure a safe and orderly environment before they enter the classroom. Students are escorted by class to the their classrooms by Support Personnel. As the students enter the classrooms, the teachers greet them at the door and address concerns at the beginning of the school day. The school counselor teaches monthly character traits lessons on the morning announcements and awards two students per class each month, Student of the Month Award or
Kids of Character Award. Each teacher celebrates good character by recognizing a student of the week. During the first weeks and middle of the school year, the teachers teach, model and provide students the opportunity to practice school-wide procedures and protocol. Hall monitors serve as role models throughout the school and aide in enforcing school wide procedures

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.

Oriole Elementary School follows Broward County Public School Discipline Matrix . In conjunction, Oriole Elementary School developed and implements a School-wide Positive Behavior Plan which reflects the research based strategies and interventions of CHAMPS. To set high expectations, students recite the school pledge, which denotes the student expectation of learning. Throughout the school year, the teacher teaches, models, and allows the students to practice the school-wide agreements: active listening, mutual respect, and appreciations. The teachers further review and enforce the school-wide behavior skill matrix that depicts what agreements looks and sounds like in the classroom, hallways, playground, restrooms, cafeteria, stairway and playground. The CHAMPS

expectations are also posted throughout the school. Mentoring groups are in place for high behaviorally challenged boys and girls. A member of the staff mentors students to encourage and remind them of how good learners speak and behave. When a student is referred for misconduct or gets a discipline referral, they get the opportunity to think about the behavior and talk about what they would do differently.
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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.

The Assistant Principal coordinates a mentoring program that pairs a student with an adult mentor to serve as a role model for the students. Also, the school counselor conducts social skills and responsibility groups to meet the needs of the students. Students who exhibit high behavioral concerns are provided adult listeners on a weekly basis so they may have an opportunity to share their concerns and discuss appropriate behavioral strategies for them when there is a concern. Through the
Chrysalis and Henderson Therapy Group, students get therapeutic services when referred by a teacher and parent. Students are referred when they exhibit challenges in their social and emotional skills.

3. Early Warning Systems

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

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

Oriole Elementary's RtI Team is in the process of establishing appropriate warning thresholds for different grade levels. The following protocols will be created based on information available and for students who are identified at risk:
Provide extended day learning opportunities.
Provide double dose reading/ mathematics instruction within the school day
Provide social emotional skill building groups such as Guidance Counseling.
Provide listening mentors.

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	14	0	0	0	0	0	0	0	0	0	14

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.

Our Response to Intervention (RtI) team meets weekly to determine/review appropriate interventions and strategies for identified students with any academic and/or behavioral concerns.

B. Family and Community Engagement

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

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. § 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/309329.

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.

A plan will be developed for utilization of Title I funds (1% requirement) for parent training.
A plan will be made to provide parent training through Family Curriculum Nights in the areas of Reading, Writing, Science, Math, and Technology .A school-parent compact will be developed by all stakeholders and distributed to parents. An annual public meeting will be held to inform parents of the school's participation in the Title I school wide program. The School Advisory Committee will hold meetings throughout the 2015/2016 school year to ensure unified parent, partner, and school decision making with all meetings to be held in the evenings. A plan will be developed to assist and support the transition of preschool students/families from early childhood programs to kindergarten (Kindergarten Roundup).

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
McLean-Cross, Laferne	Principal
Nolan, Meryene	Teacher, K-12
Blocker-Coleman, Jacqueline	SAC Member
	Teacher, K-12

b. Duties

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

For the 2016-2017 school year, the RtI Leadership Team will meet bi-monthly to discuss Tier 2 and Tier 3 students that have been referred by the classroom teacher, support staff or parents. The team will review student data, anecdotes, and observations to determine students' areas of strengths and weaknesses. After careful review, the team will determine the appropriate intervention(s) to provide each student to ensure he/she meets grade level expectations.

The Guidance Counselor/ESE Specialist will serve as the coordinator for the RtI team. She will ensure along with the
RtI team that Tier 2 and Tier 3 data is routinely inspected in the areas of reading, math, writing, science, and behavior.

This data will be used to make decisions about modifications needed to the core curricula and behavior
management strategies for all students. The Tier 1 data will be used to screen at-risk students who may be in need of Tier 2 or Tier 3 interventions; all such students are referred to the RtI team for consideration of how best to proceed.

The School Psychologist, Social Worker, and Guidance Counselor will review data collected from teachers and parents that will assist in the area of social and psychological 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.

The school-based MTSS/RtI Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that an effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based MTSS/RTI Leadership Team. The school–based MTSS/RTI Leadership team will use the Problem-Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and /or behavioral support (supplemental or intensive). An intervention plan will be developed, which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are made available and the intervention is implemented with fidelity.
Problem-Solving Model:
The four steps of the Problem-Solving Model are:
1.Problem Identification -entails identifying the problem and the desired behavior for the students.
2.Problem Analysis- involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design and Implementation -involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4.Evaluating -is also termed Response-to-Intervention. In this step, the effectiveness of a student's or a group of students' responses to the implemented intervention is evaluated and measured. The problem-solving process is self-correcting and, if necessary, recycled in order to achieve the best outcomes for all students.
Title I, Part A
• There will be training for all teachers and administration to address academic achievement problems and concerns. Funds from Title I professional development will be allocated for these activities.

Reading, mathematics, and science coaches will be utilized to provide professional development to teachers. Professional development will include Lesson Study, PLCs, curriculum planning and RTI. Funds from Title I professional development will be allocated for these activities.

Extended learning opportunities for students through targeted assistance programs will be established based on data of student's academic needs. This will include and after school and Saturday activities. Title I ELO funds will be allocated for this program. Parent activities, workshops, and seminars will be planned to assist parents in helping their child improve his/her academic and social performance. Title I parent involvement funds will be allocated for these activities.The school parent resource room will provide curriculum, life skills, parenting resources. We will provide services that fit the needs of our parents, ie. Resume writing, how to complete and file income tax files, job interviewing, how to help my child when..., etc. Title I parent involvement funds and partnership resources will be allocated for this implementation. Parents are invited to the annual Title I meeting by flyers that are sent home, telephone parent link announcements, postings on the school marquee, and on the school website. The Title I information is communicated to the community during the Open House Event. Flyers are sent home and parent phone links are sent before the meeting.Title II funds will be allocated to cover professional development conducted by the district.

Head Start
To ensure school readiness, the Head Start (HS) Program has implemented a new literacy, math, and science curricula in the HS classroom. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school,immunization requirements, and dates scheduled for kindergarten roundup at those schools. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school,immunization requirements, and dates scheduled for kindergarten roundup at those schools.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
LaFerne Mc Lean- Cross	Principal
Jacqueline Blocker-Coleman	Teacher
Ms. Smith	Teacher
Suheily Ortiz	Parent
Cathy Hughes	Business/Community
Andrea Wright	Parent
Christine Kelly	Teacher

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

The School Improvement Plan was discussed during School Advisory Council Meetings. All School Improvement plan items of SAC meeting Agenda were approved and evaluated through a democratic process that entailed the participation of different community members, parents, teachers, and faculty members.

b. Development of this school improvement plan

The primary objectives of the School Advisory Council shall be to help identify needs and recommend programs of action. Through a community-wide commitment, the team will foster a positive learning environment, which sets high expectations and meets the diverse needs of the student body.

The School Advisory Council shall be a link between the school and the local community and will serve as a means for participatory management through which the various stakeholders in the school community may assist the school and the school may assist the community. The stakeholders are parents, business people, students, other community representatives, professional educators, and other school staff. The School Advisory Council shall be a resource to the school and the principal. School Advisory Council functions shall include:
A. To facilitate the development of the School Improvement Plan (SIP).
B. To monitor implementation of the SIP
C. To evaluate the effectiveness of the SIP
D. To provide assistance in the preparation of the school's annual Budget
E. To make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP. The responsibilities and duties of the School Advisory Council will be in accordance with Florida Statutes 1001.452 and Broward County School Policy 1403.
Meet Monthly
Explore and research successful literacy initiatives in different settings
Design, assign and monitor literacy initiatives
Report to SAC current reading and math data, e.g. mini assessments tied to the instructional focus calendar (IFC) Benchmark Assessment
Attend accountability meetings
Report to Administration

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

The budget for School Improvement Plan is based on the school needs. Funds were allocated for Extended Learning Opportunities, professional development materials, teacher salary, and workshops, materials and supplies, Annual
Parent Seminar, Parent Trainings (Curriculum Nights), Refreshments, Student Agendas for Grades K-5.

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

The projected use of the school improvement funds are as follows

1) Extended Day Opportunity
2) Student Incentives
3) Student Resources

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
McLean-Cross, Laferne	Principal
Nolan, Meryene	Teacher, K-12
Blocker-Coleman, Jacqueline	

b. Duties

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

Oriole will establish and build a strong foundation for the Literacy Leadership Team (LLT). The team will provide quality monitoring for the RTI process in order to increase student literacy. Implement a school-wide literacy project, which can involve all the disciplines. .

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

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

The school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction is as follows 1) Teachers collaborate on a weekly basis to review student data and utilize such data to plan for effective instruction. 2) Grade level Teams (Horizontal and Vertical) meet bimonthly for Professional Learning Communities in which they receive professional development and also have
an opportunity to observe each other and provide constructive feedback on how to improve instruction. Teachers collaborate, analyze data, plan for instruction and share best practices.

The Master Schedule is designed to provide common planning time for each grade level every day. During common planning, teachers collaborate and have the ability to access any and all available resources that will facilitate lesson planning and instructional delivery.

The school's administrative team and support staff work collaboratively with teachers to access and interpret the Florida Standards in order to ensure instructional alignment. Additionally, teachers are provided several opportunities to participate in district- and school-based professional development activities. The Literacy Coach, Math Coach, and Resource Teacher will provide one-on-one support to targeted teachers according to their identified area(s) of need. Teachers are also encouraged to share research-based best practices as evidenced in students' performance results. Teachers are given multiple opportunities to observe their peers as they deliver highly effective instructional strategies aimed at helping students learn, master, and apply new knowledge.

At least bi-weekly, the administrative team provides extrinsic motivation to staff in the effort to promote team spirit and a supportive learning environment. Evidences of high quality instruction and student learning are shared school-wide on a weekly basis. This is done through the school's CAB conference and in the School's weekly newsletter.

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

1. Advertisement of teacher vacancies via district's Employment website and teacher recruitment job fairs.
2. Regular Principal/New Teacher meetings
2. Partnering new teachers with peer coaches
3. Partnering of struggling teaches with peer mentors
4. Soliciting referrals from current employees
5. Announcement will be made during faculty meetings as need arises
6. Advertisement of teacher vacancies and shortages are made via district's Employment Information website and teacher recruitment job fairs. Advertisements will be made as vacancies arise.

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

Teachers chosen for the mentoring program are those that are new to the school and/or are teaching a subject area they have not taught before. Mentor teachers are veteran teachers who have previously taught the grade levels that their mentees are currently placed in or they have demonstrated highly effective instructional practices that are relevant to any grade level. Mentors will collaborate with their mentees at least weekly to discuss evidence-based best strategies. The mentees will be given release time to observe their mentors. Time is given for feedback, coaching and pairing.

Mentor Name : M. Nolan
Mentee Assigned: Ms. Lavette & Ms. Chambers
Rationale for Paring: New to the District & School
Planned Mentoring Activities: The mentor and the mentee will meet bi-weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing.

Mentor Name : K. Peeples
Mentee Assigned: Ms. Ragg
Rationale for Paring: New to the District & School
Planned Mentoring Activities: The mentor and the mentee will meet bi-weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing.

Mentor Name : Bejacmar
Mentee Assigned: Ms. Godfrey
Rationale for Paring: New to the District & School
Planned Mentoring Activities: The mentor and the mentee will meet bi-weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing.

Mentor Name : Ms. Washington
Mentee Assigned: Ms. Feurtado
Rationale for Paring: New to the District & School
Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to

observe the mentor. Time is given for feedback, coaching and pairing.

Mentor Name : Ms. Daniel
Mentee Assigned: Ms. L. Green & Ms. Cintron
Rationale for Paring: New to the District & School
Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing.

Mentor Name : Ms. Keppel
Mentee Assigned: Ms.Lannaman
Rationale for Paring: New to the District & School
Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing.

Mentor Name : Ms. Dukes
Mentee Assigned: Ms. Colletti & Ms. Griffiths
Rationale for Paring: New to the District & School
Planned Mentoring Activities: The mentor and the mentee will meet bi weekly in a professional learning community to discuss evidence –based strategies for each domain. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing.

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 school purchases research based core instructional programs and materials that were adopted by Broward County Public School District. Additional Materials that are purchased are research based resources that are aligned to Florida
Standards. Additionally many resources are recommended by the International Reading Association, National Science Teacher Association and National Council Teachers of Mathematics.

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.

The school wide (K-5) Baseline Data includes the following:
•Individual Reading Inventory (IRI) Test (Reading) and BAS
•District Benchmark Assessment (BA)- (Reading, Mathematics)
•Diagnostic Assessment for Reading (DAR)- (Reading)
•FSA
, End Of Year Test-(Reading Mathematics).
• Go Math Mathematics Inventory Test
• Mini Benchmark Assessment of Florida Standards BAFS)- (Reading, Mathematics, Science)
The teachers utilize the baseline assessments data to provide instruction at the appropriate instructional levels and

provide literacy centers to allow students to practice and deepen their knowledge.
Progress Monitoring : Reading and Mathematics Benchmark Mini Assessments (every two weeks), Reading and Mathematics weekly test, Burns and Roe IRI test every 3 months to determine student growth. Teachers utilize the data to monitor student progress and drive instruction. Teachers adjust their instruction based on whether the student progresses and regresses. If students regresses, teacher reteaches the lesson utilizing multiple teaching best practices such as FCRR research based strategies, Hands On Teaching Model, Small group Instruction. Additionally for all students, teachers model how to respond to text based questions and teacher confers with students on how to improve their writing.

Mid Year: IRI, Benchmark Assessment of Florida(BAF) and Mini BAF Assessment
Test End of Year: FSA, IRI, DAR, Mathematics End of Book Test
Frequency of data days: twice a month for data analysis

Oriole follows the district's CARE cycle of Curriculum, Assessment, Remediation, and Enrichment. Teachers, instructional coaches, and administrators review student and teacher data at least bi-weekly. Learning centers are aligned to the Florida Standards and students are provided differentiated activities to practice previously taught skills. Students who do not master targeted learning goals are provided direct, scaffolded instruction and support from their teacher.

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

- Participants will be identified based on research-based assessment results.
- Participants will receive tutorials/enrichment based on needs.
- Extended learning curriculum will include Common Core alignment

Strategy Rationale

The purpose of extending the school day is to ensure students receive the additional resources and support they need in order to increase their academic performance, and essentially, ensure students will be college and career ready.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
McLean-Cross, Laferne, laferne.mclean-cross@browardschools.com

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

- Baseline data will be collected the first week of the 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.

Oriole Elementary has one Head Start (HS) Classroom and one Voluntary Pre-Kindergarten (VPK) Classroom. To ensure school readiness, the HS Program has implemented a new literacy, math, and science. The program has aligned the literacy and math standards with the K-3 national standards to improve educational outcomes. This transparent connection between curricula and child expectations has contributed to better prepare students to succeed in kindergarten. An end of the year Creative Curriculum Continuum report, detailing students' ongoing assessment, is placed in the students' cumulative folder to familiarize kindergarten teachers with the HS students' progress in the program.

Regarding the logistics of registering students at the elementary schools, the Head Start and VPK Programs ensure a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The HS family services support team and the HS teachers provide ongoing guidance to the HS families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools.

The Head Start and Kindergarten teachers collaborate throughout the school year. The teachers vertical plan and participate in Professional Learning Communities designed to assist with making a smooth transition from Preschool to Kindergarten. Additionally, during the spring, the Oriole Elementary provides orientations and tours for children from local day care facilities who will be enrolling in kindergarten in the fall. Materials regarding registration information and readiness for kindergarten are sent home with students who tour the school. The school marquee, Parent Link System and newsletter are used to advertise when registration begins. Parents are also provided with readiness for kindergarten information when they register.

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.

N/A

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

N/A

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

N/A

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"Â? 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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If students' individual learning needs are met through differentiated instruction aligned to standards in all content areas, then students' academic performance outcomes will improve.

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 students' individual learning needs are met through differentiated instruction aligned to standards in all content areas, then students' academic performance outcomes will improve. `1a`

🔍 G084570

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	14.0
FSA Mathematics Achievement	39.0
FSA ELA Achievement	41.0
ELA Achievement District Assessment	0.0
Math Achievement District Assessment	43.0

Targeted Barriers to Achieving the Goal `3`

- Targeted differentiated instruction needs to occur within all classrooms.

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

- Thinking Maps

- Funds (Extended day, Title One)

- Substitutes to cover classes for Professional Development/Professional Learning Communities

- Literacy Coach

- MTSS Coach

- Leveled Literacy Intervention (LLI)

- Write in Reader

- Running Records (Rigby/IRI)

- i-Ready (Reading/Math)

- Formative Assessments

- Strategic Tool Kits

- RTI/MTSS Team

Plan to Monitor Progress Toward G1. `8`

Student and teacher performance data will be collected, reviewed and analyzed.

Person Responsible
Laferne McLean-Cross

Schedule
Monthly, from 8/29/2016 to 6/8/2017

Evidence of Completion
iObservation data, academic data (iReady, writing prompts, checkpoint tests, standards based mini assessments)

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 students' individual learning needs are met through differentiated instruction aligned to standards in all content areas, then students' academic performance outcomes will improve. [1]

🔑 G084570

G1.B1 Targeted differentiated instruction needs to occur within all classrooms. [2]

🔑 B224721

G1.B1.S1 Implement strategic, targeted, differentiated Professional Learning Communities to plan instruction to address diverse student needs. [4]

🔑 S237126

Strategy Rationale

The complexity of the Florida Standards and the need for the level of rigor required for students to meet grade level expectations for college and career readiness, as well as assessment data should drive instruction.

Action Step 1 [5]

Conduct and analyze screening of information and Formative Assessments to determine and monitor students present level of performance.

Person Responsible

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

PMP Grade level spreadsheet, Virtual Counselor, Broward Assessment Standards data , Running Records BAS/IRI), Monthly writing prompts, Chapter tests, i_Ready data.

Action Step 2 [5]

Facilitate professional development on Learning Goals and Scales

Person Responsible

Schedule

Monthly, from 9/6/2016 to 6/8/2017

Evidence of Completion

Lesson plans, iObservation feedback, Coaching logs, student work samples

Action Step 3 `5`

Facilitate a PLC utilizing the IB curriculum to increase inquiry based learning

Person Responsible

Laferne McLean-Cross

Schedule

Monthly, from 11/16/2016 to 6/8/2017

Evidence of Completion

Lesson plans, iObservation feedback, Coaching logs, student work samples, sign in sheets

Action Step 4 `5`

Analyze the implementation of differentiated instructional practices

Person Responsible

Laferne McLean-Cross

Schedule

On 6/8/2017

Evidence of Completion

Lesson plans, iObservation feedback, coaching logs, student work samples, data chats, RtI Data

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

A walk through tool focusing on differentiated instruction strategies

Person Responsible

Laferne McLean-Cross

Schedule

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

Evidence of Completion

iObservation data, reading strategy look for tool, teacher lesson plans, academic data

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

Collect and analyze student and teacher data

Person Responsible

Laferne McLean-Cross

Schedule

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

Evidence of Completion

iObservation data, teacher lesson plans, team meeting notes, student work samples, data logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔍 M312445	Student and teacher performance data will be collected, reviewed and analyzed.	McLean-Cross, Laferne	8/29/2016	iObservation data, academic data (iReady, writing prompts, checkpoint tests, standards based mini assessments)	6/8/2017 monthly
G1.B1.S1.MA1 🔍 M312443	Collect and analyze student and teacher data	McLean-Cross, Laferne	8/29/2016	iObservation data, teacher lesson plans, team meeting notes, student work samples, data logs	6/8/2017 biweekly
G1.B1.S1.MA1 🔍 M312444	A walk through tool focusing on differentiated instruction strategies	McLean-Cross, Laferne	8/29/2016	iObservation data, reading strategy look for tool, teacher lesson plans, academic data	6/8/2017 biweekly
G1.B1.S1.A1 🔍 A306320	Conduct and analyze screening of information and Formative Assessments to determine and monitor...		8/22/2016	PMP Grade level spreadsheet, Virtual Counselor, Broward Assessment Standards data , Running Records BAS/IRI), Monthly writing prompts, Chapter tests, i_Ready data.	6/8/2017 biweekly
G1.B1.S1.A2 🔍 A306321	Facilitate professional development on Learning Goals and Scales		9/6/2016	Lesson plans, iObservation feedback, Coaching logs, student work samples	6/8/2017 monthly
G1.B1.S1.A3 🔍 A306322	Facilitate a PLC utilizing the IB curriculum to increase inquiry based learning	McLean-Cross, Laferne	11/16/2016	Lesson plans, iObservation feedback, Coaching logs, student work samples, sign in sheets	6/8/2017 monthly
G1.B1.S1.A4 🔍 A306323	Analyze the implementation of differentiated instructional practices	McLean-Cross, Laferne	9/15/2016	Lesson plans, iObservation feedback, coaching logs, student work samples, data chats, RtI Data	6/8/2017 one-time

V. Professional Development Opportunities

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

G1. If students' individual learning needs are met through differentiated instruction aligned to standards in all content areas, then students' academic performance outcomes will improve.

G1.B1 Targeted differentiated instruction needs to occur within all classrooms.

G1.B1.S1 Implement strategic, targeted, differentiated Professional Learning Communities to plan instruction to address diverse student needs.

PD Opportunity 1

Conduct and analyze screening of information and Formative Assessments to determine and monitor students present level of performance.

Facilitator

Kimberly Peeples

Participants

All teachers grades K-5

Schedule

Biweekly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Facilitate professional development on Learning Goals and Scales

Facilitator

Instructional Coaches

Participants

All teachers grades K-5

Schedule

Monthly, from 9/6/2016 to 6/8/2017

PD Opportunity 3

Facilitate a PLC utilizing the IB curriculum to increase inquiry based learning

Facilitator

Carol King-Roberts

Participants

All teachers grades K-5

Schedule

Monthly, from 11/16/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Conduct and analyze screening of information and Formative Assessments to determine and monitor students present level of performance.				$0.00
2	G1.B1.S1.A2	Facilitate professional development on Learning Goals and Scales				$5,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	140-Substitute Teachers	1831 - Oriole Elementary School	School Improvement Funds		$2,400.00
	6400		1831 - Oriole Elementary School	School Improvement Funds		$2,700.00
3	G1.B1.S1.A3	Facilitate a PLC utilizing the IB curriculum to increase inquiry based learning				$0.00
4	G1.B1.S1.A4	Analyze the implementation of differentiated instructional practices				$0.00
					Total:	$5,100.00