

Broward County Public Schools

# Oriole Elementary School



## 2018-19 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>3</b>
<b>School Information</b>	<b>4</b>
<b>Needs Assessment</b>	<b>6</b>
<b>Planning for Improvement</b>	<b>9</b>
<b>Title I Requirements</b>	<b>13</b>
<b>Budget to Support Goals</b>	<b>15</b>

## 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
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	2017-18	2016-17	2015-16	2014-15
Grade	D	C	D	F*

### School Board Approval

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

### SIP Authority

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### 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.

#### 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.

We believe that everyone's unique life experience and background adds valuable perspective to our community, and that our community is stronger because of the differences represented by our students, faculty, and families.

As a school community, we strive to prepare confident, well-rounded, lifelong learners and responsible citizens.

### School Leadership Team

#### Membership

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

Name	Title
Blue, Sheneka	Principal
King-Roberts, Carol	Assistant Principal
Goodison, Shereen	Instructional Coach
Peeples, Kimberly	Instructional Coach
Washington, Azaleas	Instructional Coach
Pigan, Kathryn	Instructional Coach
Wallace, Shakitha	School Counselor
Holmes, Cynthia	Attendance/Social Work
Ivy, Tanya	Attendance/Social Work
Blocker-Coleman, Jacqueline	SAC Member
Kane, Jody	Teacher, ESE

#### Duties

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

Administration: Sheneka Blue (Principal), Carol King-Roberts (Assistant Principal)  
Responsible for providing instructional leadership and managing all aspects of the school environment (operations, budget, community relations, etc.)

Instructional Coaches: Azaleas Washington (Primary Literacy Coach), Sherene Goodison

(Intermediate Literacy Coach), Kimberly Peebles (Math Coach), Kathryn Pigan (Autism Coach):  
 Responsible for providing on site coaching and curriculum support to classroom teachers and modeling effective instructional strategies.

ESE Specialist: Jody Kane

Collaborates with administration to support educational supports for student with disabilities.

Facilitates IEP meetings and collaborates with teacher to ensure IEP implementation with fidelity.

Guidance Counselor (Shakitha Wallace)

Responsible for addressing the Social/Emotional needs of the school community. Provides on site behavior support and collaborates with teachers to develop positive learning environments for all students.

Attendance/Social Work: Tanya Ivy (Social Worker), Cynthia Holmes (Community Liaison)

Responsible for leading attendance initiatives and providing support to students and families. Main focus is strengthen the school-home connection.

## Early Warning Systems

### Year 2017-18

**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	33	26	22	18	21	20	0	0	0	0	0	0	0	140
One or more suspensions	0	1	3	3	1	0	0	0	0	0	0	0	0	8
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	29	39	38	0	0	0	0	0	0	0	106

**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	21	17	13	7	9	6	0	0	0	0	0	0	0	73

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	2	0	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected**

Tuesday 7/17/2018

### Year 2016-17 - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		
<b>The number of students identified by the system as exhibiting two or more early warning indicators:</b>		
Indicator	Grade Level	Total
Students exhibiting two or more indicators		

### Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	28	20	19	18	18	13	0	0	0	0	0	0	0	116
One or more suspensions	2	5	11	3	5	3	0	0	0	0	0	0	0	29
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	34	44	50	0	0	0	0	0	0	0	128

#### 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	13	10	11	7	14	7	0	0	0	0	0	0	0	62

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Math Achievement declined with only 30% of students achieving a learning gain (in both learning gain categories); this is not a trend, Oriole students normally score well in Mathematics. As a result the school is taking a close look at the core instruction and interventions put in place to support Mathematics instruction.

#### Which data component showed the greatest decline from prior year?

Math Learning Gains decline by 28 percentage points from 58% to 30%.

#### Which data component had the biggest gap when compared to the state average?

Math Learning Gains with 29 percentage point gap when compared to the state average.

**Which data component showed the most improvement? Is this a trend?**

Science Achievement increased by 13 percentage points, Oriole has seen an upward trend for the last three years.

**Describe the actions or changes that led to the improvement in this area.**

The school has implemented a targeted Science instruction which incorporates science inquiry and higher order questioning.

**School Data**

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	40%	56%	56%	31%	50%	52%
ELA Learning Gains	34%	57%	55%	34%	52%	52%
ELA Lowest 25th Percentile	35%	51%	48%	37%	45%	46%
Math Achievement	46%	62%	62%	39%	57%	58%
Math Learning Gains	30%	60%	59%	35%	58%	58%
Math Lowest 25th Percentile	30%	47%	47%	36%	45%	46%
Science Achievement	34%	49%	55%	14%	43%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	33 ( )	26 ( )	22 ( )	18 ( )	21 ( )	20 ( )	140 (0)
One or more suspensions	0 ( )	1 (0)	3 (0)	3 (0)	1 (0)	0 (0)	8 (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)	29 (0)	39 (0)	38 (0)	106 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	59%	-15%	57%	-13%
	2017	43%	57%	-14%	58%	-15%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	38%	58%	-20%	56%	-18%
	2017	42%	56%	-14%	56%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-4%				
Cohort Comparison		-5%				
05	2018	39%	56%	-17%	55%	-16%
	2017	24%	54%	-30%	53%	-29%
Same Grade Comparison		15%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	63%	-10%	62%	-9%
	2017	61%	61%	0%	62%	-1%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	44%	63%	-19%	62%	-18%
	2017	48%	64%	-16%	64%	-16%
Same Grade Comparison		-4%				
Cohort Comparison		-17%				
05	2018	36%	62%	-26%	61%	-25%
	2017	45%	60%	-15%	57%	-12%
Same Grade Comparison		-9%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	33%	51%	-18%	55%	-22%
	2017					
Cohort Comparison						

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD		22	33	4	6	9					
ELL	34	30	20	39	18	25					
BLK	40	35	33	46	30	32	36				
HSP	36			45							
FRL	40	34	35	46	29	30	33				



2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	12	33		18	47		30				
ELL	37	44	35	50	59	56	6				
BLK	36	52	57	53	55	47	19				
HSP	57			50							
FRL	38	52	55	54	57	48	22				

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** ELA

**Rationale**

To ensure all students achieve learning gains in English Language Arts (ELA), tiered instruction must be utilized to personalize instruction to students. Teacher require additional professional development along with a structure for continued support as they develop highly effective teaching strategies.

**Intended Outcome**

If teachers implement high quality literacy instruction with fidelity, then students will become engaged learners and demonstrate proficiency outcomes in all content areas.

**Point Person**

Sheneka Blue (sheneka.blue@browardschools.com)

##### Action Step

**Description**

Teachers will receive targeted professional development in Balanced Literacy Instruction, focusing specifically on small group differentiation, shared reading, literacy centers, and close reading strategies. The Elementary Learning Department will provide on-site support to ensure effective implementation of strategies learned through Professional Development. As a follow-up to professional learning experiences, teachers will receive additional peer coaching from teacher leaders on the school campus.

**Person**

**Responsible**

Sheneka Blue (sheneka.blue@browardschools.com)

##### Plan to Monitor Effectiveness

**Description**

Student Achievement Data along with classroom walkthrough data, observation logs and teacher surveys will be utilized to monitor effectiveness of professional development and support. This information will determine additional supports that will be provided based on data driven results.

**Person**

**Responsible**

Carol King-Roberts (carol.king-roberts@browardschools.com)

Activity #2	
<b>Title</b>	Family and Community Engagement
<b>Rationale</b>	If we provide wrap around services that develop family and community partnerships, then we will improve school performance, social and emotional functioning and the rate of student attendance.
<b>Intended Outcome</b>	Enhanced family and community support structure to address emotional and physical needs; therefore, increasing family and community engagement and positively impacting student achievement and attendance rates.
<b>Point Person</b>	Tanya Ivy (tanya.ivy@browardschools.com)
Action Step	
<b>Description</b>	Utilize community and business partnerships to create and implement appropriate workshops for families (school or community based). Staff/Parent/Community Stakeholders will engage in collaborative discussions related to school improvement goals and effective engagement practices (through events, volunteering, and meetings) to problem solve parent/community involvement challenges and celebrate/increase successes during regularly scheduled SAC/SAF/PTA meetings. Additionally, to further engage parents, we will develop a parent center to provide parents with academic resources that can be utilized at home with children. The school's administration and SPARKS team (social worker and community liaison) will work collaboratively to build and sustain relationships with families, community organizations, businesses, and school staff. The school's community liaison will partner with local food banks to develop and coordinate periodic food distribution events and sustain a food pantry to address the dietary needs of our school community.
<b>Person Responsible</b>	Cynthia Holmes (cynthia.holmes@browardschools.com)
Plan to Monitor Effectiveness	
<b>Description</b>	Parent sign in logs will be maintained to monitor the percentage of student, family, and community participation. A yearly report will be generated to address the development of partnerships, and the resources provided by partnerships in support of students and families.
<b>Person Responsible</b>	Carol King-Roberts (carol.king-roberts@browardschools.com)

Activity #3	
<b>Title</b>	Math
<b>Rationale</b>	To ensure all students achieve learning gains in Mathematics, students must be exposed to numbers and gain a clear understanding of how their impact our world. Students need exposure to math literature, mathematical centers, manipulatives, and patterns to develop conceptual thinking skills. To achieve this goal, tiered instruction will be utilized to personalize instruction for all learners. Teachers require additional professional development along with a structure for continued support as they develop highly effective teaching strategies.
<b>Intended Outcome</b>	If teachers implement high quality math instruction with fidelity, then students will become engaged learners and demonstrate proficiency outcomes in all content areas. Students will develop mathematical thinking transition from concrete to abstract mathematical reasoning.
<b>Point Person</b>	Kimberly Peeples (kimberly.peeples@browardschools.com)
Action Step	
<b>Description</b>	Teachers will receive targeted professional development in Guided Math strategies, focusing specifically on multiple skill exposure (via Acalectics), conceptual math centers, math fluency development, and differentiated small group instruction. The Elementary Learning Department and Acalectics will provide on-site support to ensure effective implementation of strategies learned through Professional Development. As a follow-up to professional learning experiences, teachers will receive additional peer coaching from teacher leaders on the school campus.
<b>Person Responsible</b>	Kimberly Peeples (kimberly.peeples@browardschools.com)
Plan to Monitor Effectiveness	
<b>Description</b>	Student achievement data along with classroom observation logs/data and teacher surveys will be utilized to monitor effectiveness of professional development and support. This information will determine additional supports that will be provided based on data driven results.
<b>Person Responsible</b>	Sheneka Blue (sheneka.blue@browardschools.com)

Activity #4	
<b>Title</b>	Science
<b>Rationale</b>	Teachers need support in effective facilitation of high quality standards-based Science instruction aligned to the Florida Standards. Students need more opportunities for science exploration, scientific discourse, and written communication about scientific topics, to cement science concepts in the mind.
<b>Intended Outcome</b>	If teachers implement high quality Science instruction with fidelity- providing inquiry and experimentation, science note-booking, and consistent reinforcement of concepts, then students will become engaged learners and demonstrate proficiency outcomes in all content areas. Furthermore, through experimentation and inquiry, students will improve problem-solving skills.
<b>Point Person</b>	Kimberly Peebles (kimberly.peeples@browardschools.com)
Action Step	
<b>Description</b>	Teachers will receive targeted professional development instructional strategies, focusing specifically on science inquiry, exploration, and problem-solving skills. Students will engage in Science Bootcamp laboratory activities to reinforce science standards. The Elementary Learning department will provide on-site support to ensure effective implementation of strategies learned through Professional Development. As a follow-up to professional learning experiences, teachers will receive additional peer coaching from teacher leaders on the school campus.
<b>Person Responsible</b>	Carol King-Roberts (carol.king-roberts@browardschools.com)
Plan to Monitor Effectiveness	
<b>Description</b>	Student achievement data along with classroom observation logs/data and teacher surveys will be utilized to monitor effectiveness of professional development and support. This information will determine additional supports that will be provided based on data driven results.
<b>Person Responsible</b>	Sheneka Blue (sheneka.blue@browardschools.com)

## Activity #5

<b>Title</b>	Technology
<b>Rationale</b>	Teachers will infuse digital learning tools, such as laptops and interactive recordex panels, aligned to effective instructional strategies to support both teaching and learning in the classroom, increase student achievement, and .prepare students for the 21st Century.
<b>Intended Outcome</b>	If teachers implement infuse digital learning tools into their instruction, learner engagement and student proficiency outcomes will increase in all content areas.
<b>Point Person</b>	Carol King-Roberts (carol.king-roberts@browardschools.com)

## Action Step

<b>Description</b>	Teachers will receive targeted professional development instructional technology strategies. As a follow-up to professional learning experiences, teachers will receive additional peer coaching from teacher leaders on the school campus.
<b>Person Responsible</b>	Carol King-Roberts (carol.king-roberts@browardschools.com)

## Plan to Monitor Effectiveness

<b>Description</b>	Classroom observations, computer software reports, and student surveys will be used to monitor strategy impact.
<b>Person Responsible</b>	Sheneka Blue (sheneka.blue@browardschools.com)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

The school builds and sustains partnerships by:

1. Providing on site wrap around services in the form of a full-time school social worker, full-time community liaison, and an itinerant Creole-speaking community liaison.
2. Partnering with community and business partners to provide parent engagement events.
3. Participating in community-based events such as city parades and celebrations.
4. Offering parent classes such as ActiveParenting and the Parents As Leaders (PALS) parent support system.

### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### **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 social emotional needs of students are met in several ways. A whole class curriculum, Cloud Nine, is used to teach and develop the social emotional needs of all students. The guidance counselor and

social worker provide individual and small group counseling and support to students and families. The school has partnered with Big Brothers and Big Sisters and the Kiwanis Club to provide mentoring for students. The school will also partner with the Honey Shine program and Girl Scout program to provide additional mentoring opportunities to our students.

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

The school has VPK and Head Start classes on campus, allowing students to become familiar with school layout and procedures at a young age. Transitioning into our traditional elementary programs is considerably easier for these students. The Guidance Counselor conducts beginning of the year lessons on social/emotional skills for incoming Kindergarten students. Preschool students upon registration may visit before beginning school. A campus tour is provided and interested parties are able to schedule a tour or meet with leadership team members.

**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.**

All teachers will participate in the MTSS process. Trainings will be provided as needed. Each grade level will be assigned a support staff member to provide support and to monitor the implementation of the MTSS structure. Coaches will meet with grade level teams to support planning, discuss data, and provide resources for teachers as well as students.

Title I, Part A: Title I funds will go towards staff development, instructional materials, professional development, professional development supplies, and teacher salaries. We will host Title I Family Academic Nights as well.

Title I, Part C Migrant: N/A

Title I, Part D: N/A

Title II: N/A

Title III: N/A

Title VI, Part B: N/A

Title X Homeless: N/A

SAI: Identified students will receive additional services including but not limited to before and after school camps as well tutorial materials and supplies for the students. Supplemental materials will be provided based upon identified need.

Violence Prevention Programs: Oriole builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits through our guidance program. All teachers and staff members received training on the Anti-Bullying policy. Oriole also uses CHAMPs, and the Cloud Nine program.

Housing Programs: N/A

Adult Education: N/A

Head Start: Head Start is a national, federally funded program, providing comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services.

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

Through the SPARKS Initiative, Oriole currently has a Community Liaison who develops both community and business partnerships. These partnerships help in various ways, including mentoring, food donations, or other in kind services.

**Part V: Budget**

**Total:**

**\$285,190.00**