2013-2014 SCHOOL IMPROVEMENT PLAN

Oriole Elementary School
3081 NW 39TH ST
Lauderdale Lakes, FL 33309
754-322-7550

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	97%

Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	D	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Oriole Elementary School

Principal
Vicki Flournoy

School Advisory Council chair
Jacqueline Blocker-Coleman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Ingrid Osgood	Assistant Principal
LaNedra Johnson	Reading Coach
Kenya Keppel	Kindergarten Team Leader
Meryenne Nolan	1st Grade Team Leader
Kirsten Marino	2nd Grade Team Leader
Jacqueline Blocker-Coleman	3rd Grade Team Leader
Kimberly Peeples	4th Grade Team Leader
Christine Sherlock	5th Grade Team Leader
Vicki Flournoy	Principal

District-Level Information

District
Broward

Superintendent
Mr. Robert Runcie

Date of school board approval of SIP
11/19/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Farah Barrat- SAF Designee
Cynthia Daza- Parent Representative
Andrea Haughton- Gifted Representative
Cathy Hughes- Community Representative
Kaullis Marshall- IZ Representative
Sherlet Moore- ESE/ Non-Instructional Representative
Seheily Ortis- ESOL Representative

Dave Peter- Business Representative
Jacqueline Blocker-Coleman- SAC Chairperson
Noelle Rampone-Woodham- SAC Co- Chairperson
Vicki Flournoy- Principal
Sandra Reid- BTU Steward
Shwanda Thomas- Pre-K Representative

Involvement of the SAC in the development of the SIP

SAC members gather to discuss the school's academic plan and progress. They will discuss the goals and objectives established for the school determined by needs. The SAC committee assists the school principal with budget and recommends how school monies are spent or allocated.

Activities of the SAC for the upcoming school year

Examining data, assist in developing and evaluating the School Improvement Plan

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Vicki Flournoy		
Principal	Years as Administrator: 3	Years at Current School:

Credentials	Bachelor of Science Degree in Business Administration, Bethune-Cookman College; Master of Science Degree in Elementary Education, Nova Southeastern University; Educational Specialist Degree in Educational Leadership, Nova Southeastern University Certifications: Elementary Education (1-6) Educational Leadership (all levels) Endorsement: ESOL
Performance Record	As Principal of Rock Island Elementary: 2012-2013 School Grade: F Reading High Standards: 28%, Math High Standards: 30%, Science High Standards: 24%, Writing High Standards: 62%, Reading Learning Gains: 56%, Math Learning Gains: 45%, Reading Lowest 25% Learning Gains: 68%, Math Lowest 25% Learning Gains: 71% 2011-2012 School Grade: D Reading High Standards: 34%, Math High Standards: 40%, Science High Standards: 14%, Writing High Standards: 71%, Reading Learning Gains: 59%, Math Learning Gains: 47%, Reading Lowest 25% Learning Gains: 65%, Math Lowest 25% Learning Gains: 52% 2010-2011 School Grade: C Reading High Standards: 51%, Math High Standards: 65%, Science High Standards: 16%, Writing High Standards: 94%, Reading Learning Gains: 53%, Math Learning Gains: 50%, Reading Lowest 25% Learning Gains: 49%, Math Lowest 25% Learning Gains: 64%, AYP: 85%, Black and Economically Disadvantaged did not make AYP in reading and math.

Ingrid Osgood		
Asst Principal	Years as Administrator: 2	Years at Current School:

Credentials	Doctorate in Education (EdD):Nova Southeastern University Masters in Business Administration Nova Southeastern University Bachelors in Business Administration Florida Atlantic University Certifications: Business Education (6-12) Educational Leadership (all levels) Endorsements: Reading Gifted Education ESOL - Category I
Performance Record	2012-13 School Grade: D Reading High Standards: 40%, Math High Standards: 40%, Science High Standards: 29%, Writing High Standards: 46%, Reading Learning Gains: 54%, Math Learning Gains: 56%, Reading Lowest 25% Learning Gains: 64%, Math Lowest 25% Learning Gains: 64% 2011-12 School Grade: C Reading High Standards: 42%, Math High Standards: 47%, Science High Standards: 33%, Writing High Standards: 74%, Reading Learning Gains: 61%, Math Learning Gains: 63%, Reading Lowest 25% Learning Gains: 77%, Math Lowest 25% Learning Gains: 66% As Curriculum Support at Park Lakes Elementary 2010-2011 School Grade: C Reading High Standards: 52%, Math High Standards: 57%, Science High Standards: 61%, Writing High Standards: 93%, Reading Learning Gains: 64%, Math Learning Gains: 62%, Reading Lowest 25% Learning Gains: 51%, Math Lowest 25% Learning Gains: 58%

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

LaNedra Johnson		
Full-time / School-based	Years as Coach: 2	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Bachelor of Science Degree in Elementary Education, Florida Agricultural & Mechanical University Master of Education Degree in Instructional Technology, American Intercontinental University Educational Specialist Degree in Curriculum/Instruction Management & Administration, Nova Southeastern University Certifications: Elementary Education (K-6) Endorsement: Reading ESOL
Performance Record	As Reading Coach at William Dandy Middle School: 2012-2013 School Grade: B Reading High Standards: 48%, Math High Standards: 54%, Science High Standards: 40%, Writing High Standards: 70%, Reading Learning Gains: 67%, Math Learning Gains: 43%, Reading Lowest 25% Learning Gains: 74%, Math Lowest 25% Learning Gains: 72% As Reading at Larkdale Elementary School 2011-2012 School Grade: B Reading High Standards: 27%, Math High Standards: 38%, Science High Standards: 24%, Writing High Standards: 66%, Reading Learning Gains: 62%, Math Learning Gains: 55%, Reading Lowest 25% Learning Gains: 65%, Math Lowest 25% Learning Gains: 64% As RtI Specialist at Larkdale Elementary School 2010-2011 School Grade: B Reading High Standards: 51%, Math High Standards: 70%, Science High Standards: 38%, Writing High Standards: 90%, Reading Learning Gains: 64%, Math Learning Gains: 73%, Reading Lowest 25% Learning Gains: 58%, Math Lowest 25% Learning Gains: 73%

Classroom Teachers

# of classroom teachers

43

 # receiving effective rating or higher

41, 95%

 # Highly Qualified Teachers

93%

 # certified in-field
41, 95%

 # ESOL endorsed
40, 93%

 # reading endorsed
4, 9%

 # with advanced degrees
23, 53%

 # National Board Certified
4, 9%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
8, 19%

 # with 6-14 years of experience
26, 60%

 # with 15 or more years of experience
8, 19%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers were chosen for the mentoring program because they were new to the school and 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 effective

practices that would be relevant to any grade level. The planned mentoring activities - mentors and mentees will meet weeklyto discuss evidence – based strategies. The mentees are given release time to observe the mentor. Time is given for feedback, coaching and pairing.
Mentor Name : Noelle Woodham
Mentee: Calvin Lamar
Rationale for Paring: New to school, grade level, and subject matter
Planned Mentoring Activities: The mentor and the mentee will meet weekly in a professional learning community to discuss evidence –based strategies. The mentee is given release time to observe the mentor. Time is given for feedback, coaching and pairing observe the mentor. Time is given for feedback, coaching and pairing

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI Leadership Team reviewed students referred to the Response to Intervention Team during the 2012-2013 school year. Our team determined trends and data for these students and reviewed intervention
programs in place, to determine their effectiveness. As a result of this analysis, information gathered was used to develop the goals and objectives for the current school improvement plan.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

For the 2013-2014 school year, the RtI Leadership Team will meet bi-monthly to discuss Tier 2 students that
have been referred by the classroom teacher. 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.
Ms. Hogan will serve as the case manager and coordinator for the RtI team. She will ensure along with the
RtI team that Tier 1 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team monitors monthly data in the realm of reading, math and writing. Within Professional Learning Communities teams examine data and utilize the data to drive classroom instruction.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data from FAIR assessments in grades K-5 for multiple areas in Reading. Soar to Success via Think Central assesses Mathematics. In the area of Writing, 4th grade students will participate in a monthly writing prompt whereas the other grade levels will complete Respond to Literature exemplars. Students will participate in school-wide quarterly Science Fair in conjunction to specified grade level standards.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

On Title 1 Parent Night sessions will be held in order to teach parents strategies to utilize at home pertaining to Reading and Math Interventions. Our ESOL Liasion will be in attendance at Title One events to assist with our parents that speak a second language. Also, the Title One Parent van has available resources for checkout along with our in house Parent Resource Room

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 96

- 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 Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Vicki Flournoy	Principal
Dr. Ingrid Osgood	Assistant Principal
LaNedra Johnson	Reading Coach

Name	Title
Nancy Hogen	E.S.E. Specialist
Kenya Keppel	Kindergarten Team Leader
Meryene Nolan	First Grade Team Leader
Kirsten Marino	Second Grade Team Leader
Jacqueline Blocker-Coleman	Third Grade Team Leader
Kimberly Peeples	Fourth Grade Team Leader
Christine Sherlock	Fifth Grade Team Leader

How the school-based LLT functions

- The Literacy Leadership Team is charged with regularly attending district-based training and other professional development activities in order to receive the most up-to-date information regarding effective literacy practices. The LLT will then schedule subsequent on-site (school based) training to share the new information with all teachers. Professional development will occur at least bi-weekly, and in addition to training opportunities, will occur in the form of vertical teaming and Professional Learning Communities (PLCs). The LLT is further responsible for providing on-going support to all faculty to ensure that the newly acquired information is being applied with fidelity throughout each school day. The overarching goal of the LLT is to share best practices, monitor student performance daily, and provide daily support (modeling and coaching) to teachers in order to raise student achievement.
- The school-based LLT functions in the following way: Serves as the Reading Ambassador of the grade level sharing important district information to their teams
- Meets regularly with administration and the curriculum team to discuss concerns of the team Implements plans for grade levels to meet the needs of the lower 25% students
- Provides staff development to peers

Major initiatives of the LLT

- Participate in Professional Learning Communities to ensure that staff members and Leadership Team members have a clear understanding of how to implement best practices to increase student achievement.
- Provide differentiated Professional Learning Communities
- Ensure Common Core State Standards implementation

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Oriole Elementary has one Head Start (HS) 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 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.

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	40%	No	57%
American Indian				
Asian				
Black/African American	53%	34%	No	57%
Hispanic				
White				
English language learners	43%	32%	No	49%
Students with disabilities	29%	37%	Yes	36%
Economically disadvantaged	52%	39%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	24%	30%
Students scoring at or above Achievement Level 4	51	15%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	126	54%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	40	64%	71%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	52	46%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	40%	No	64%
American Indian				
Asian				
Black/African American	59%	40%	No	63%
Hispanic				
White				
English language learners	60%	34%	No	64%
Students with disabilities	38%	34%	No	45%
Economically disadvantaged	59%	40%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	26%	30%
Students scoring at or above Achievement Level 4	47	14%	16%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	131	55%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	43	64%	71%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	22%	25%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		6%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students	400	67%	75%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	26	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	23	6%	5%
Students who are not proficient in reading by third grade	212	56%	50%
Students who receive two or more behavior referrals	35	9%	8%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	16	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

See Parental Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. All teachers will utilize effective teaching strategies to increase students' reading fluency skills.

G2. Increase students' application of the scientific process across grade levels.

G3. Increase parent participation in school events.

G4. Increase fundamental Math fluency skills.

G5. Decrease disruptive behavior in the school environment

Goals Detail

G1. All teachers will utilize effective teaching strategies to increase students' reading fluency skills.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- • Common planning time by grade level • Reading Coach to model and assist with planning • Professional development opportunities are built into the schedule • Funding for professional development opportunities beyond the regular school day • Accelerated Reader • Several teachers attended Daily 5 professional development over the summer • Journeys - Fluency Component • Reader's Theatre • Quick Reads

Targeted Barriers to Achieving the Goal

- Teachers lack knowledge of how to use collaborative planning time effectively.

Plan to Monitor Progress Toward the Goal

Teachers will have weekly data chat team meetings in order to monitor progress.

Person or Persons Responsible
Grade level Teachers

Target Dates or Schedule:
Monthly progress reports will be generated by the teachers based on the weekly drills.

Evidence of Completion:
Fluency data

G2. Increase students' application of the scientific process across grade levels.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Science Fusion - Digital Labs Think Central - Digital Lessons Science Fusion Instructional Focus Calendar Science Committee

Targeted Barriers to Achieving the Goal
- Teachers are not providing students the opportunity to conduct experiments and engage students in real life experiences based on grade level expectations

Plan to Monitor Progress Toward the Goal

Assess student mastery of the scientific process

Person or Persons Responsible
Classroom Teachers Administration Science Committee

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Student achievement data for the scientific process

G3. Increase parent participation in school events.

Targets Supported
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- Title One Resources

Targeted Barriers to Achieving the Goal
- Parents are not aware of what is happening in the academic lives of children

Plan to Monitor Progress Toward the Goal

Monthly increase of parent attendance at school events

Person or Persons Responsible
Leadership Team Title I Liaison Classroom Teachers

Target Dates or Schedule:
Monthly

Evidence of Completion:
Sign-in sheets

G4. Increase fundamental Math fluency skills.

Targets Supported

Resources Available to Support the Goal
- Go Math Resources

Targeted Barriers to Achieving the Goal
- Go Math resources do not provide enough activities to increase automaticity in basic math facts.

Plan to Monitor Progress Toward the Goal

Data Review

Person or Persons Responsible
Teachers Administrators

Target Dates or Schedule:
Monthly

Evidence of Completion:
Student achievement data

G5. Decrease disruptive behavior in the school environment

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- LEAPS
- CHAMPS

Targeted Barriers to Achieving the Goal
- Students lack pride and self-esteem.

Plan to Monitor Progress Toward the Goal

Discipline data review

Person or Persons Responsible
Support Staff

Target Dates or Schedule:
Bi-weekly

Evidence of Completion:
-Student discipline data

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. All teachers will utilize effective teaching strategies to increase students' reading fluency skills.

G1.B2 Teachers lack knowledge of how to use collaborative planning time effectively.

G1.B2.S1 Reading Coach and administrators will work with grade level teams to model how to collaborate effectively during planning times.

Action Step 1

Administrators and Reading coach will attend assigned grade level meetings to model how to effectively use the collaborative planning time.

Person or Persons Responsible

• Reading Coach • Administrators • Teachers

Target Dates or Schedule

Wednesday afternoons at 2:20 p.m.

Evidence of Completion

- Notes from meetings - Teacher reflections/ticket out - Walkthrough data (implementation of strategies discussed/shared in collaborative planning sessions)

Facilitator:

Administrators, Reading Coach and Team Leaders

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Administrators and Reading Coach will attend Grade level team meetings to assist with facilitation of the collaborative planning process

Person or Persons Responsible

Administrators Reading Coach Team Leaders

Target Dates or Schedule

Wednesdays at 2:20 p.m.

Evidence of Completion

- Team meeting notes - Walkthrough data (monitoring implementation of shared strategies)

Plan to Monitor Effectiveness of G1.B2.S1

Teachers will utilize effective teaching strategies shared during collaborative planning sessions

Person or Persons Responsible

Administrators Teachers Reading Coach

Target Dates or Schedule

During reading block (weekly)

Evidence of Completion

- Walkthrough data - Increased student achievement in reading fluency skills

G2. Increase students' application of the scientific process across grade levels.

G2.B1 Teachers are not providing students the opportunity to conduct experiments and engage students in real life experiences based on grade level expectations

G2.B1.S1 Conduct a bi-annual science fair with student experiments and projects (differentiated based on grade level).

Action Step 1

Utilize the scientific process to create science projects

Person or Persons Responsible

Classroom Teachers Science Committee Chairperson Students

Target Dates or Schedule

Ongoing

Evidence of Completion

- Classroom walkthrough data - Science journals - Science Fair Projects

Facilitator:

Science Committee Chairperson

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Teachers and Administrators will review student science journals

Person or Persons Responsible

Classroom Teachers Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

- Walkthrough data - Students' journal entries

Plan to Monitor Effectiveness of G2.B1.S1

Review students' science data

Person or Persons Responsible

Classroom Teachers Science Committee Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

-Science data -Science Projects

G3. Increase parent participation in school events.

G3.B1 Parents are not aware of what is happening in the academic lives of children

G3.B1.S1 Utilize several methods of informing parents of events such as: School Marquee, Parent LInk, Bi-lingual flyers sent home

Action Step 1

Parent notification of events utilizing various methods

Person or Persons Responsible

Assistant Principal Reading Coach Classroom Teachers Title I Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Flyers, advertisement on marquee, website and Parent Link

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Flyers, Parent Link, Sign-in sheets at various events, Parent Survey

Person or Persons Responsible

Leadership Team Classroom Teachers Title I Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Sign-in/survey sheets

Plan to Monitor Effectiveness of G3.B1.S1

Parent sign-in sheets

Person or Persons Responsible

Leadership Team Classroom Teachers Title I Liaison

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in parent attendance at school events

G4. Increase fundamental Math fluency skills.

G4.B1 Go Math resources do not provide enough activities to increase automaticity in basic math facts.

G4.B1.S1 Utilize accountability funding to purchase additional resources to engage students and increase automaticity in basic math facts.

Action Step 1

Get quote on additional resources

Person or Persons Responsible

Principal

Target Dates or Schedule

No later than September 12, 2013

Evidence of Completion

- Quote - Minutes from SAC Meeting

Facilitator:

Math Facilitator

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Acaletics Math

Person or Persons Responsible

Teachers

Target Dates or Schedule

Math Block

Evidence of Completion

- Walkthrough data - Student data on Acaletics activities and Mock Assessments

Plan to Monitor Effectiveness of G4.B1.S1

Look for correlation between effective use of Acaletics resources and increased student achievement

Person or Persons Responsible

Teacher Math Facilitator Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student achievement data

G5. Decrease disruptive behavior in the school environment

G5.B1 Students lack pride and self-esteem.

G5.B1.S2 Guidance counselor and Psychologist will conduct small group counseling sessions to boost self-esteem.

Action Step 1

Sessions with peer group to build self-esteem and self-worth

Person or Persons Responsible

Guidance Counselor School Psychologist

Target Dates or Schedule

As often as needed

Evidence of Completion

Guidance logs

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Counseling sessions

Person or Persons Responsible

Guidance Counselor School Psychologist

Target Dates or Schedule

As often as needed

Evidence of Completion

Guidance logs

Plan to Monitor Effectiveness of G5.B1.S2

Review discipline data

Person or Persons Responsible

Support Staff

Target Dates or Schedule

Bi-weekly

Evidence of Completion

-Student discipline data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

• Title I, Part A: Title I funds will be used to provide intervention programs to low performing students, parent academies, staff development, classroom supplies, 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

• Supplemental Academic Instruction (SAI): Additional teachers were hired to provide lower teacher student ratio.

• Violence prevention programs: The Administrators, Guidance Counselors, teachers and students have been trained on the importance of nonviolence. We have a "No Bullying Zone" within the school, and this area has positive behavior indicators displayed. The guidance counselor will work whole classes (for no less then 30 minute blocks of time) to ensure that targeted skills/concepts were taught. Lessons will be provided in the following areas: Feeling Safe, Discovery Education, Sunburst Videos, Coping Skills, Anger Management, Making Friends, Social Skills Training and Anti-Bullying Violence Prevention. Oriole Elementary also builds a violence prevention culture through classroom instruction in conflict resolution, bullying prevention, and promoting Broward County's monthy character traits.

• Nutrition programs: The School Board of Broward County's Food Services Department provides students with a healthy breakfast and lunch program.

• Housing programs: N/A

• Head Start: This program provides comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services.

• Adult education: N/A

• CTE: N/A

• Job training: N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will utilize effective teaching strategies to increase students' reading fluency skills.

G1.B2 Teachers lack knowledge of how to use collaborative planning time effectively.

G1.B2.S1 Reading Coach and administrators will work with grade level teams to model how to collaborate effectively during planning times.

PD Opportunity 1

Administrators and Reading coach will attend assigned grade level meetings to model how to effectively use the collaborative planning time.

Facilitator

Administrators, Reading Coach and Team Leaders

Participants

Teachers

Target Dates or Schedule

Wednesday afternoons at 2:20 p.m.

Evidence of Completion

- Notes from meetings - Teacher reflections/ticket out - Walkthrough data (implementation of strategies discussed/shared in collaborative planning sessions)

G2. Increase students' application of the scientific process across grade levels.

G2.B1 Teachers are not providing students the opportunity to conduct experiments and engage students in real life experiences based on grade level expectations

G2.B1.S1 Conduct a bi-annual science fair with student experiments and projects (differentiated based on grade level).

PD Opportunity 1

Utilize the scientific process to create science projects

Facilitator

Science Committee Chairperson

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

- Classroom walkthrough data - Science journals - Science Fair Projects

G4. Increase fundamental Math fluency skills.

G4.B1 Go Math resources do not provide enough activities to increase automaticity in basic math facts.

G4.B1.S1 Utilize accountability funding to purchase additional resources to engage students and increase automaticity in basic math facts.

PD Opportunity 1

Get quote on additional resources

Facilitator

Math Facilitator

Participants

Teachers

Target Dates or Schedule

No later than September 12, 2013

Evidence of Completion

- Quote - Minutes from SAC Meeting

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total	
		$0	$0
Total		$0	$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. Increase students' application of the scientific process across grade levels.

G2.B1 Teachers are not providing students the opportunity to conduct experiments and engage students in real life experiences based on grade level expectations

G2.B1.S1 Conduct a bi-annual science fair with student experiments and projects (differentiated based on grade level).

Action Step 1

Utilize the scientific process to create science projects

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Increase fundamental Math fluency skills.

G4.B1 Go Math resources do not provide enough activities to increase automaticity in basic math facts.

G4.B1.S1 Utilize accountability funding to purchase additional resources to engage students and increase automaticity in basic math facts.

Action Step 1

Get quote on additional resources

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed