

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN

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School Name: ORIOLE ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Ryan T. Reardon

SAC Chair: Frederick Burnos and Jacqueline Blocker

Superintendent: Mr. James Notter

Date of School Board Approval: 12/01/2009

Last Modified on: 09-08-2009

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## VISION and MISSION STATEMENTS

The mission of Oriole Elementary School is to involve students, teachers, parents, the community, and our partners in providing students with a quality education and safe environment, which will lead to high academic achievement among our diverse student population.

Oriole's mission supports the District's mission that is: "The School Board of Broward County, Florida is dedicated to meeting the educational needs of all students in a safe learning environment."

Vision Statement: Oriole Elementary School- Setting the example for teaching educational standards through innovative and digital concepts.

Belief Statement: Oriole Elementary School will empower staff and students to reach their full educational potential.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Oriole Elementary School is located in Lauderdale Lakes, Florida. We provide outstanding educational opportunities to all students. Our student population is made up of numerous nationalities and we celebrate our diversity. As of August 2009, our school enrollment is 744 students. A brief overview of our school data shows:

- Students feed into Lauderdale Lakes Middle and Boyd Anderson High School.
- Oriole Elementary is a Title 1 school.
- 95% of our students participate in the Free/Reduced Lunch Program.
- The school has been open since 1970 and has seen growth and diversity in the student population.
- The average class size is under the state mandate.
- Oriole Elementary houses one Head Start Program.

During the 2008/2009 school year, the AYP Subgroup Report showed:  
63% of all subgroups scored at or above grade level in Reading.  
62% of all subgroups scored at or above grade level in Math.

#### Black:

62% scored at or above grade level in Reading.  
62% scored at or above grade level in Math.

#### Economically Disadvantaged:

61% scored at or above grade level in Reading.  
62% scored at or above grade level in Math.

#### LEP:

Did not count towards the 2008/2009 AYP Calculation

#### SWD:

Did not count towards the 2008/2009 AYP Calculation

\*\*\*This data reflects only the subgroups that were used on the AYP calculation.

In addition to our school's mission, a priority at Oriole Elementary is to ensure that all students learn in a safe and secure learning environment. Factors which allow this to occur include:

- Proactive School Discipline Plan which models the Broward County Discipline Matrix
- Mandatory School Uniform Policy
- Student Reward and Incentive based cafeteria behavior system
- SAFE Team enforcing the School Safety Plan
- Caught Reading Program
- Student of the Month Program

Oriole Elementary is an active participant in the SES (Supplemental Education Services) Program. Ms. Traci Porter will serve in the capacity of SES Facilitator. This opportunity allows select students to receive free tutoring. For the 2009/10 school year, Oriole will have two staff members serving as curriculum coaches. Oriole Elementary School is also a recipient of the 21st Century Grant. Based on the 2008/2009 FCAT results, Oriole received a rating of "B". AYP criteria was met in 92 percent of the areas.

#### Unique School Strengths for Next Year

Dr. Reardon served as AP for four years prior to promotion to principal  
All Leadership team with experience  
Ms. Williams, new AP, has reading endorsement  
Trend Data in Reading across grades 3-5 continues to increase  
Suspension rate was cut by 50 percent last year  
Strong Anti-Bullying program in place with whole group interventions taught by Guidance Counselor  
Continuation of the Math Special with fidelity by Ms. Small  
Implementation of ESOL Support Pull-out program by Ms. Small  
Grade 1 data from SAT 10 for 2008-9 was highest in school's history  
Data remains near AYP cutoffs on Math  
No first year teachers on staff

#### Unique School Weaknesses for Next Year

Staff turnover is a major weakness at Oriole Elementary School. The 2009/2010 school year will see 11 new teachers to Oriole Elementary School out of a total of 43 teachers.

5th grade will implement a new departmentalization plan (2 teachers per team). Results TBA

The school has a new ESE Specialist, new Assistant Principal, and new Principal.

11 teachers from 2008-9 were released due to being on a one year only contract.

#### Student Demographics

The following summary will be used to reflect the Oriole Elementary demographics for 2009:

Female Percent: 46.7 percent  
Male Percent: 53.2 percent  
White Percent: 1.19 percent  
Black Percent: 92.5 percent  
Hispanic Percent: 3.59 percent  
Asian percent: .66 percent  
Multi-Racial: 1.99 percent  
FRL: 91.6 percent  
ELL: 16.1 percent  
ESE: 10.2 percent

#### Student Attendance Rates

A monthly review of the 2008/2009 school year showed a high ADA. Specifically:

August 2008 98.6%  
September 2008 96.6%  
October 2008 96.1%  
November 2008 95.4%  
December 2008 96.2%  
January 2009 94.2%  
February 2009 95.9%  
March 2009 95.4%

April 2009 94.9%  
May 2009 95.9%

Whole year ADA Rate: 94.90

#### Student Mobility

The mobility rate for the 2009 school year was 31.40 percent.

#### Student Suspension Rates

2009 data percentage: 4.50

#### Student Retention Rates

2008 data promotion percent: 88.58  
2008 retention percent: 11.42

#### Class Size

An analysis of 2008/2009 class size showed:

Grade K Average 17 students, Min 14, Max 21, Total Students 119

Grade 1 Average 17 students, Min 16, Max 18, Total Students 104

Grade 2 Average 18 students, Min 16, Max 20, Total Students 124

Grade 3 Average 19 students, Min 18, Max 21, Total Students 135

Grade 4 Average 20 students, Min 17, Max 24, Total Students 120

Grade 5 Average 20 students, Min 14, Max, 22, Total Students 121

Summary: Pre-K: 16.79 and 4-8 18.61

#### Academic Performance of Feeder Pattern

Oriole Elementary feeds into Lauderdale Lakes Middle School, which is currently a "B" school not meeting AYP. From there, students will attend Boyd Anderson High School, which is currently a "D" school not meeting AYP.

#### Partnerships and Grants

Building relationships with community members and businesses is vital to the success of Oriole Elementary School. Currently, Oriole Elementary School has built and maintained partnerships for a minimum of two years with:

--After School Programs, Inc.

--Edco Awards

--Broward Landscape, Inc.

--PBS&J Engineering Firm

--International House of Pancakes

--McDonald's

--Winn Dixie

--OptaComp (Blue Cross and Blue Shield)

Currently, Oriole Elementary has applied for a 3,000-dollar grant for student literacy from Dollar General and will find out the status of this grant on 8/21/2009.

Oriole Elementary will receive 5,000 dollars worth of books and incentives for students in grades 3-5 for the 2009/10 school year from OptaComp.

We are also the recipients of the 21st Century grant, which allows for 120 low level students to be tutored after school 4 days per week on campus from 3:00 to 5:00 p.m.

## STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

## HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Dr. Ryan T. Reardon	Doctorate in Philosophy (Ph.D.) from Florida Atlantic University Specialist in Education (Ed.S.) from Florida Atlantic University Masters in Education (M.Ed.) from Florida Atlantic University Bachelors in Arts (BA) from The University of South Florida Major: Mathematics Certifications: Mathematics 6-12 ESOL Category I Educational Leadership (K-12)	5	5	2008-9 School Grade B AYP: No (92% of indicators) 2007-8 School Grade: B AYP: Yes 2006-7 School Grade: C AYP: No 87 percent
Assis Principal	Ms. Nicole B. Williams	Bachelor of Science (BS): Florida Agricultural and Mechanical University, 1994 Major: Elementary Education Masters in Education (M.Ed.) Major: Elementary Education Certification in Educational Leadership: Florida Atlantic University,	1	1	2008-9 School Grade: B AYP: No 2007-8 School Grade: C AYP: No 2006-7 School Grade: C AYP: No

\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

#### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Curriculum Specialist	Traci Poter	Degrees: Master's Degree in Elementary Education from the University of Florida Bachelor's Degree in Elementary Education from the University of Florida Certifications: Elementary Education 1-6 ESE K-12 Endorsements: ESOL Gifted	2	2	2008-9 School Grade: B AYP: No (92% of indicators) 2007-8 School Grade: B AYP: Yes
		Degrees: Masters in Education 2000 from Nova Southeastern			2008-9 School Grade B

Reading Coach	Sandra Reid	Bachelor of Science from Florida International University 1997 ESOL Endorsed Working towards Reading Endorsement	8	2	AYP: No (92% of indicators) 2007-8 School Grade: B AYP: Yes
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\* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

### HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Professional Development Activities	School Leadership Team	May 2010	
Classroom Walkthrough with Follow-up discussion	School Leadership Team	May 2010	
New Teacher (to Oriole)	School Leadership Team, Sandra Reid, NESS Facilitator	May 2010	
Grade Level Team Meetings	Team Leader, School Administration	May 2010	
District Wide Job Fair	HRD	Ongoing	

### Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Wendy Samuels	Elem K-6	Grade 1	ESOL Courses needed
Emily Laskowsky	Elem K-6	Grade 4	ESOL Courses need
Yolanda Smith	Elem K-6	Grade 4	ESOL Courses need
Elizabeth Rosa	Elem K-6	Grade 4	ESOL Courses needed
Jacqueline Small	1-6	Math Special	Teaching K pullout group

### Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
43	0	54	27	9	14	100	0	0	67

### Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Sandra Reid	Ashleigh Errico	This assigned mentor has the expertise and experience in this respective grade level. This mentee will benefit from this mentor as the mentor knows the respective curriculum and data within.	Grade Level Meetings Individual Meetings with new staff member Assistance with School Data Discussions
		This assigned mentor has	

Frederick Burnos	Andrea Fazzolari	the expertise and experience in this respective grade level. This mentee will benefit from this mentor as the mentor knows the respective curriculum and data within.	Grade Level Meetings Individual Meetings with new staff member Assistance with School Data Discussions
Frederick Burnos	Cindy Holt	This assigned mentor has the expertise and experience in this respective grade level. This mentee will benefit from this mentor as the mentor knows the respective curriculum and data within.	Grade Level Meetings Individual Meetings with new staff member Assistance with School Data Discussions
Maria Niforos	Lisa Werner	This assigned mentor has the expertise and experience in this respective grade level. This mentee will benefit from this mentor as the mentor knows the respective curriculum and data within.	Grade Level Meetings Individual Meetings with new staff member Assistance with School Data Discussions
Dr. Ryan Reardon	Randall Deich	This assigned mentor has the expertise and experience in this respective grade level. This mentee will benefit from this mentor as the mentor knows the respective curriculum and data within.	Grade Level Meetings Individual Meetings with new staff member Assistance with School Data Discussions
Ronald Dawson	Veronica Torres	This assigned mentor has the expertise and experience in this respective grade level. This mentee will benefit from this mentor as the mentor knows the respective curriculum and data within.	Grade Level Meetings Individual Meetings with new staff member Assistance with School Data Discussions
Jessica Cadette	Kristen Marino	This assigned mentor has the expertise and experience in this respective grade level. This mentee will benefit from this mentor as the mentor knows the respective curriculum and data within.	Grade Level Meetings Individual Meetings with new staff member Assistance with School Data Discussions
		This assigned mentor has the expertise and experience in this	

Nicole Williams	Daryl Markowitz	respectivegrade level. This mentee will benefit from their mentor as the mentor knows the respectivecurriculum and data within. Support Special Area Teachers	Grade Level Meetings Individual Meetings with new staff member Assistance with School Data Discussions
Sandra Reid	Stevin Scott	This assigned mentor has the expertise and experience in this respectivegrade level. This mentee will benefit from their mentor as the mentor knows the respectivecurriculum and data within.	Grade Level Meetings Individual Meetings with new staff member Assistance with School Data Discussions

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Title I, Part A

Title I funds are used to fund teachers and paraprofessionals. Staff Development funds (10%) of our Title I allotment are used to pay for trainers to come in and provide staff development in academic areas. Funds are also used to provide substitutes for teachers to attend staff development trainings. Parent Involvement funds (1%) of our Title I allotment are used to provide trainings to our parents on how to help their child at home and support the school effort. These funds are used to purchase materials to assist the parents in this endeavor.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

Oriole receives funding for SAI programs. Camps for academic growth were implemented during the 2008/9 school year.

Violence Prevention Programs

Oriole is committed to the Anti-Bullying policy as set forth by the Broward County School Board (5.9). An anti-bullying team has been developed at our school that responds to all potential situations that involve student violence. In addition, our school is committed to ensure that students feel safe in reporting any incidents.

For the 2009/2010 school year, our guidance counselor will work with whole classes (for no less then 30 minute blocks of time) to ensure that certain skills are taught including, but not limited to:

- Feeling Safe
- Discovery Education
- Sunburst Videos
- Coping Skills
- Anger Management
- Making Friends
- Social Skills Training

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Oriole Elementary has one Head Start Class with 18 students in each class. The class has a full time teacher and teacher assistant. Our Head Start Program provides comprehensive services for our low-income preschool children and their families. These services include educational, social, medical, vision, dental, nutritional and mental health services. Families attend at no cost. Every child receives a variety of learning experiences to foster intellectual, social and emotional growth. Parental involvement is an essential part of the program. Our parents receive training and education to foster their understanding of involvement in the development of their children.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Dr. Ryan T. Reardon, Principal  
Mrs. Nicole B. Williams, Assistant Principal  
Mrs. Sandra Reid, Reading Coach  
Ms. Traci Porter, Curriculum Specialist  
TBA, ESE Specialist  
Ms. Roseta Mighty, Guidance Counselor

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

During the 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 to provide the student to ensure they meet grade level expectations.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team reviewed students referred to the Collaborative Problem Solving Team during the 2008-2009 school year. The group 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. Intervention strategies and programs determined to be effective in increasing student achievement will be utilized across the school to meet those stated objectives.

RtI Implementation

Describe the data management system used to summarize tiered data.

The data management system for RtI will be developed by district.

Describe the plan to train staff on RtI.

Prior to training teachers on RtI, the staff will be trained on the interventions that they will use to meet the needs of

struggling learners.

Once the leadership team receives the district's protocol for RtI, and receives details regarding the plan from the district's core curriculum department, then staff members will be trained on the movement from the Collaborative Problem Solving Method to the Response to Intervention process.

## School Wide Florida's Continuous Improvement Model

### Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

#### Reading Strengths:

3rd Grade- Words and Phrases, Comparisons, and Reference and Research

4th Grade- Words and Phrases

#### Reading Weaknesses:

3rd Grade- Main Idea/Author's Purpose

4th Grade- Reference and Research

#### Math Strengths:

3rd Grade- Data Analysis

4th Grade- Data Analysis

#### Math Weaknesses:

3rd Grade-Measurement

4th Grade-Number Sense and Measurement

#### Science Strengths:

5th Grade- Physical and Chemical

#### Science Weaknesses:

5th Grade- Earth and Space and Scientific Thinking

### Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

After identifying the students' strengths and weaknesses, the administrators and leadership team developed the instructional calendar that reflects what standards need to be assessed. It is important to note that monitoring the students progress through grade level data chats and teacher observations demands for the calendar to be flexible enough to allow the leadership team to make adjustments within the calendar for students to obtain mastery.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Priority will be given to the Instructional Benchmarks that showed to be the students most severe weaknesses.

#### Reading

3rd Grade- Main Idea/Author's Purpose

4th Grade- Reference and Research

#### Math

3rd Grade-Measurement

4th Grade-Number Sense and Measurement

#### Science

5th Grade- Earth and Space and Scientific Thinking

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Each teacher will be required to maintain an individual data portfolio on each student. This portfolio will consist of the students assessment results and the instructional routines that will be used to meet the student's individual needs. Teachers

will meet biweekly with the leadership team to discuss learning trends of the students.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Specials (Music, Art, PE, etc.) provides students with the opportunity to express themselves in a positive manner. Students are also offered extended learning opportunities through various clubs and organized school programs to connect real life experiences to what they learn.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

The school incorporates students' academic and career planning, as well as promote course selections that students' course of study is personally meaning by conducting a Career Day activity that allows community members to come into the school to discuss what it is that they do on a daily basis while promoting the importance of staying in school to be successful in society in adulthood.

## DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

The lesson plans and instructional delivery is aligned across grade levels and subject areas to meet the needs of the standards that have been identified on the instructional focus calendar. All teachers will incorporate activities within the lessons plans that allow students to practice previously learned information. The teacher must also highlight the focus of expectations to be learned, introduce new concepts at the level in which each student understands, and allows for practice of learning new concepts.

How are instructional focus lessons developed and delivered?

Instructional focus lessons are developed by using the classroom materials that have been mandated by the district to use. Teachers must utilize their content material to teach the students the instructional focus. Effective delivery of the lessons requires teachers to model think alouds, activate prior knowledge, provide effective vocabulary instruction, use real world examples to help students make real world connections, use cooperative learning techniques, teach students test taking strategies, use skill reinforcing strategies, and celebrate the successes the students achieve when they master skills and gain knowledge.

How will instructional focus lessons be revised and monitored?

Instructional focus lessons will be revised and monitored based on the data results shown after each assessment. The assessments that will be given will be a direct reflection of teacher instruction and the student's ability to retain the information taught. If the results show that students are not learning, then previously taught lessons must be modified to meet the students needs. If results show that students are retaining the information being taught then teachers must provide enrichment and maintenance activities to ensure students retain the information.

## CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Teachers administer on-going assessments. These assessments are directly reflective of the benchmarks that are taught. These benchmark assessments are known as min-assessments. Students are also administered the Broward Assessment Test that will be given in September and November. Teachers administer End of Selection/Unit assessments in reading and math to identify students who are learning and not learning information being taught. Students also use ILS labs, ie. Compass Odyssey, FCAT Explorer, and Star/Accelerated Reader to increase reading and math skills.

How are assessments used to identify students reaching mastery and those not reaching mastery?

To identify students reaching mastery and those not reaching mastery, the administrators and leadership team analyze data to identify trends. By conducting the item analysis, we identify students' areas of weaknesses. This information is vital to student learning because the results allows administration and the leadership team to design tutorial and/or enrichment activities to facilitate student learning.

## Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Ongoing assessment and maintenance of Benchmark mastery is built in as the reteach and enrichment components of the instructional focus calendar. In addition, the students are grouped by ability and instruction implementation is at a high level. Depending on the instructional level of the students there are a variety of academic activities infused within the existing curriculum to help students to intensify their knowledge in reading and math. Students meetin are challenged by being required to complete science and social studies projects.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Grade level teams along with the Reading Coach and Curriculum Facilitator review progress monitoring data on a monthly basis to identify the students who are learning and the students who are not learning. The purpose of this monthly monitoring system is to identify instructional routines that are working to enhance student achievement and to identify instructional routines that need to be modified down to meet the needs of the students that are not learning at a pace that will prove to show improvement at the end of the school year.

## Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership Team must conduct classroom walkthroughs to ensure teachers are teaching with rigor and fidelity. As instructional leaders the Principal and Leadership Team meet regularly to discuss what is working and not working in the classrooms. It is during this time that the Principal will identify teachers who are in need of assistance with teaching to meet the needs of the students. The Leadership Team serves as a support system for all teachers to provide them with strategies and techniques that will enhance the learning environment.

## ACT

### Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Core instruction is provided through the materials that have been mandated by the district. In reading, grades K-3 will be using the McMillan/McGraw-Hill Treasures Reading Program. In math, K-3 will be using Harcourt Math. In grades 4-5 the reading program that will be used is Harcourt Trophies and the math program that will be used is Harcourt Math. The supplemental reading materials that will be used are learning centers that consists of the 5 components of reading, Great Leaps, Quick Reads, Words Their Way, Accelerated Reader, Wilson, Foundations, Junior Great Books, FCAT Coach, STAR STAMS, Show What You Know, and Leadership Resources. The reading intervention programs that will be used is Triumphs and Trophies Intervention. The supplemental math materials that will be used are Compass Learning Odyssey, Calendar Math, Mountain Math, and FCAT Explorer.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Supplemental and intensive instruction/interventions are provided to students through a pull-out or a push-in model. Depending on the program, this double-dose of instruction is conducting 30-45 minutes per session.

How does the school identify staff's professional development needs to improve their instructional strategies?

The school identified the staff's professional development needs by surveying the teachers to find out the teachers' weaknesses and strengths in regard to instructional implementation, technology use, and analyzing data. Based on the overall needs of the teachers, staff development is designed to accommodate the teachers most primary needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

In grades 2-3 the targeted students will be the students who scored at or below the 50 percentile and any student who was retained. Teacher observations and informal assessment results also play a key role in targeting students who need intensive intervention and instruction. In grades 4-5 the targeted students will be the students who scored level level 2 on FCAT or students who have been retained. Teacher observations and informal assessment results also play a key role in targeting students who need intensive intervention and instruction.

How will the effectiveness of the interventions be measured throughout the year?

The effectiveness of interventions will be measured throughout the year by conducting ongoing progress monitoring. A schedule will be developed to ensure teachers are assessing students to ensure the interventions that are in place are meeting each student's individual needs.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Compass Learning Odyssey, a web based reading program will be used for students in grades 3-5 for 30 minutes a day at least 3 days a week. Students in grades K-3 will use Riverdeep Learning, a web based program, to increase their reading skills. Teachers will participate in a variety of staff development to obtain strategies in an effort to provide additional reading strategies in deficient reading areas.

The BLAST Program and Supplemental Educational Services are two programs that provide enrichment activities to students who are showing deficiencies in the core subject areas. These two programs allow students to have extended learning opportunities, Monday-Thursday from 3-5pm, to enhance their learning of concepts.

Describe how students are identified for enrichment strategies.

The results of ongoing assessments, provide teachers with the ability to identify students that are learning concepts and skills at a level that requires additional instructional practices to ensure that what they have learned can be connected to new concepts for continuous achievement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Grade K Learning Community	Sandra Reid	Weekly	Thursday, Starting September 2009	The School Staff Development calendar was created to match the needs of the school staff with respect to student data, teacher comfort and a needs assessment given to all staff members. Trainings are provided bi-weekly with a follow-up activity to be completed during the week following the training.
Grade 1 Learning Community	Manal Ibrahim	Weekly	Thursday, Starting September 2009	The School Staff Development calendar was created to match the needs of the school staff with respect to student data, teacher comfort and a needs assessment given to all staff members. Trainings are provided bi-weekly with a follow-up activity to be completed during the week following the training.
Grade 2 Learning Community	Frederick Burnos	Weekly	Thursday, Starting September 2009	The School Staff Development calendar was created to match the needs of the school staff with respect to student data, teacher comfort and a needs assessment given to all staff members. Trainings are provided bi-weekly with a follow-up activity to be completed during the week following the training.
Grade 3 Learning Community	Maria Niforos	Weekly	Thursday, Starting September 2009	The School Staff Development calendar was created to match the needs of the school staff with respect to student data, teacher comfort and a needs assessment given to all staff members. Trainings are provided bi-weekly with a follow-up activity to be completed during the week following the training.
Grade 4 Learning Community	Ronald Dawson	Weekly	Thursday, Starting September 2009	The School Staff Development calendar was created to match the needs of the school staff with respect to student data, teacher comfort and a needs assessment given to all staff members. Trainings are provided bi-weekly with a follow-up activity to be completed during the week following the training.
Grade 5 Learning Community	Jessica Cadette	Weekly	Thursday, Starting September 2009	The School Staff Development calendar was created to match the needs of the school staff with respect to student data, teacher comfort and a needs assessment given to all staff members. Trainings are provided bi-weekly with a follow-up activity to be completed during the week following the training.

NCLB Public School Choice

Note: For Title I schools only

■ Notification of (School in Need of Improvement) SINI Status

[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)

- [Public School Choice with Transportation \(CWT\) Notification](#)  
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- [Notification of \(School in Need of Improvement\) SINI Status](#)  
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

### Pre-School Transition

For the 2009-2010 school year, Ms. Cooke will return to the Head Start Program at Oriole Elementary School. Her program is designed to transition pre-school children to local elementary school programs. Our Head Start teacher incorporates the curricular facets of Kindergarten with many early childhood activities. It is through the Head Start program that many students advance to the upper level Kindergarten classes. Our teacher incorporates her teaching strategies in a myriad of unique ways including the use of field trips. Our students are provided with a learning environment encompassing varied complexities of experiences to help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age, individual interest, temperament, language, cultural background and stage of development.

At both the start and end of each school year (August and May) Oriole has a Meet and Greet session with the respective parents as well as a scheduled Kindergarten Round-up session.

### Postsecondary Transition

**Note:** Required for High School- Sec. 1008.37(4), F.S.

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>Results from the 2009 FCAT indicate that:</p> <p>67 percent of the students in grades 3-5 scored a level 3 or higher on the 2009 FCAT</p> <p>66 percent of the students in grades 3-5 made learning gains in Reading</p> <p>68 percent of the Lowest 25% in the school make learning gains, therefore Oriole made Adequate Progress</p> <p>AYP was met (Safe Harbor) across all subgroups.</p> <p>2008 vs 2009 FCAT Comparison On the 2008 FCAT, 54 percent of the students scored at or above level 3 on the FCAT. The 2009 FCAT yielded a growth of 13 percent.</p> <p>On the 2008 FCAT, 57 percent of the students made learning gains in Reading. The 2009 FCAT yielded a growth of 9 percent.</p> <p>On the 2008 FCAT, 65 percent of the students in the lowest quartile make learning gains. The 2009 FCAT yielded a growth of 3 percent.</p>		<p>Objectives (Reading) for the 2009-10 school year are:</p> <p>School Wide Goal (AYP Total Objective)</p> <p>72 percent of students in grades 3-5 will score level 3 or higher in the 2010 FCAT. This will allow Oriole to make AYP through traditional methods. In an effort to make AYP across all subgroups in Reading current data shows that 67 percent scored at or above level 3 on the FCAT in 2009.</p> <p>AYP Subgroup Objectives:</p> <p>Total: 63 percent of all student scored at or above level 3 on the AYP State Report</p> <p>Black: 62 percent of all students in this subgroup scored at or above level 3 on the AYP State Report</p> <p>Economically Disadvantaged: 61 percent of students in this subgroup score at or above level 3 on the AYP State Report.</p> <p>LEP and SWD did not count for AYP criteria.</p> <p>Grade Level Objectives:</p> <p>AYP Objectives: 67 percent (Safe Harbor) of all students in all subgroups will score at or above level 3 on the 2010 FCAT.</p> <p>Baseline Data: Grade 3- 78 percent of the students in grade 3 scored level 3 or above on the 2009 FCAT. Grade 4 - 69 percent of the students in grade 4 scored level 3 or above on the 2009 FCAT. Grade 5 - 54 percent of students in grade 5 scored level 3 or above on the 2009 FCAT.</p> <p>2010 Objective: 79 percent of the third grade students will score at or above level 3 on the 2010 FCAT 72 percent of the fourth grade students will score at or above level 3 on the 2010 FCAT 65 percent of the fifth grade students will score at or above level 3 on the 2010 FCAT</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Infuse effective strategies of Reading instruction to raise student achievement	School Leadership Team	Classroom Walkthrough Examples of Student Work Teacher Follow-up Professional Learning Communities	CWT 2.0 Data Formal and Informal Observation Leader Mock FCAT DATA Mini Assessment Data BAT One Data BAT Two Data School

2	Implementation of ESOL Strategies in the Reading Curriculum	School Leadership Team	Classroom Walkthrough Random LEP Audits	Data pertaining to all LEP students: Mock FCAT, Mini Assessment, BAT One, BAT Two
3	Teachers will participate in effective Staff Development focused on Reading Programming	In-service facilitator, School Leadership Team	Professional Learning Communities	School-wide Data
4	Teachers will follow the District K-12 Reading Plan	School Leadership Team	Classroom Walkthrough	School-wide Data
5	Low Quartile students will receive additional individual support through our school's homogeneous grouping model	Team Leaders, School Leadership Team	Data Chats	School-wide Data
6	Students will participate in Extended Learning Opportunites (SES Tutoring, BLAST tutoring program)	Blast Coordinator SES Facilitator School Leadership Team	Reports prepared by Oriole's administration showing growth or loss in select area	School - Wide Data Mock FCAT BAT One BAT Two Mini Assessment Data
7	Teachers will use BEEP to access the digital resources for teaching and learning	School Staff Team Leaders School Leadership Team	Qualitative information gathered by school leadership team	School-wide Data
8	STAR Reading and STAR Early Literacy will be utilized quarterly to promote independent reading.	School Leadership Team	Classroom Walkthrough Professional Learning Communities	2009 FCAT Data Mini Assessment Data BAT One BAT Two
9	Effectively differentiate instruction across our LEP subgroups	Classroom Teachers	CWT and PLC	2009 FCAT Data Mini Assessment Data BAT One BAT Two

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Reading Staff Development	Reading Test Specifications	Ms. Leftowitz	September 17, 2009	Implementation of learning strategy  Student work samples  Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
Reading Staff Development	Reading Groups: Methods to Setup and Use	Ms. Porter Ms. Miller	September 3, 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity  Student work samples	School Leadership Team
Reading Staff Development	Insight to Understanding Poverty	Dr. Reardon	December 3, 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity  Student work samples	School Leadership Team
Reading Staff Development	BEEP / United Streaming	Ms. Coach	January 7, 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity  Student work samples	School Leadership Team
Reading Staff Development	Teaching Cause and Effect (Intermediate	Learning Community	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning	School Leadership

	Grade Levels)	Leader		community Follow up activity	Team
				Student work samples	
Reading Staff Development	Teaching Reference and Research (Intermediate Grade Levels)	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
				Student work samples	
				Student work samples	
Reading Staff Development	Teaching Main Idea (Intermediate Grade Levels)	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
Reading Staff Development	Teaching Author's Purpose (Intermediate Grade Levels)	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
				Student work samples	
Reading Staff Development	Teaching Compare and Contrast (Intermediate Grade Levels)	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
Reading Staff Development	Teaching Vocabulary (Intermediate Grade Levels)	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
Reading Staff Development	Teaching Plot and Conflict (Intermediate Grade Levels)	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
Reading Staff Development	Compass Odyssey	Ms. Coach Team Leaders	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
Reading Staff Development	Small Group Reading Instruction	Ms. Porter Ms. Reid Team Leaders	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
Reading Staff Development	School Wide Fluency	Ms. Porter	August 18, 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Earned Grant for Reading Supplies	Grant Funded	\$5,000.00

Total: \$5,000.00		
<b>Technology</b>		
Description of Resources	Funding Source	Available Amount
FCAT Explorer Program	State of Florida	\$0.00
Compass Odyssey	District	\$0.00
Accelerated Reading	General Budget	\$4,000.00
Total: \$4,000.00		
<b>Professional Development</b>		
Description of Resources	Funding Source	Available Amount
Vocabulary Word Wall, Literacy Centers, Materials related to the reading standards within instructional focus calendar	Unknown	\$4,000.00
\$0.00		
District professional development opportunities	Title I professional development funds	\$5,000.00
Total: \$9,000.00		
<b>Other</b>		
Description of Resources	Funding Source	Available Amount
Field Trips	Accountability	\$3,000.00
Reading Incentives	Possible Grant Funding	\$2,000.00
Reading Incentives	Accountability	\$2,000.00
Total: \$7,000.00		
<b>Final Total: \$25,000.00</b>		

*End of Reading Goal*

## Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p>Results from the 2009 FCAT indicate that:</p> <p>66 percent of the students in grades 3-5 scored a level 3 or higher on the 2009 FCAT</p> <p>61 percent of the students in grades 3-5 made learning gains in Math</p> <p>62 percent of the Lowest 25% in the school make learning gains, therefore Oriole made Adequate Progress</p> <p>AYP was not met across all subgroups</p> <p>2008 vs 2009 FCAT Comparison On the 2008 FCAT, 66 percent of the students scored at or above level 3 on the FCAT. The 2009 FCAT yielded no growth / no loss.</p> <p>On the 2008 FCAT, 78 percent of the students made learning gains in Math. The 2009 FCAT yielded a decrease of 16 percent.</p> <p>On the 2008 FCAT, 88 percent of the students in the lowest quartile make learning gains. The 2009 FCAT yielded a decrease of 27 percent.</p>	<p>Objectives (Reading) for the 2009-10 school year are:</p> <p>School Wide Goal (AYP Total Objective)</p> <p>70 percent of students in grades 3-5 will score level 3 or higher in the 2010 FCAT. This will allow Oriole to make AYP through Safe Harbor. In an effort to make AYP across all subgroups in math current data shows that 66 percent scored at or above level 3 on the FCAT in 2009.</p> <p>AYP Subgroup Objectives:</p> <p>Total: 62 percent of all student scored at or above level 3 on the AYP State Report</p> <p>Black: 62 percent of all students in this subgroup scored at or above level 3 on the AYP State Report</p> <p>Economically Disadvantaged: 62 percent of students in this subgroup score at or above level 3 on the AYP State Report.</p> <p>LEP and SWD did not count for AYP criteria.</p> <p>Grade Level Objectives:</p> <p>AYP Objectives: 67 percent (Safe Harbor) of all students in all subgroups will score at or above level 3</p>

			on the 2010 FCAT.  Baseline Data: Grade 3- 75 percent of the students in grade 3 scored level 3 or above on the 2009 FCAT. Grade 4 - 70 percent of the students in grade 4 scored level 3 or above on the 2009 FCAT. Grade 5 - 52 percent of students in grade 5 scored level 3 or above on the 2009 FCAT.  2010 Objective: 79 percent of the third grade students will score at or above level 3 on the 2010 FCAT 72 percent of the fourth grade students will score at or above level 3 on the 2010 FCAT 65 percent of the fifth grade students will score at or above level 3 on the 2010 FCAT	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	LEP Students to receive modified instruction through push in / pull out program	Ms. Small, ESOL Contact  Ms. Williams, Assistant Principal	Teacher input Mini Assessment grids	School Data Mini Assessment Data by student (by strand) BAT One BAT Two Teacher made tests Qualitative Data from classroom teacher
2	Implementation of Compass Odyssey Prgram (ILS)	Ms. Coach  Team Leaders  School Leadership Team	Compass Odyssey Reports	Data analysis and comparison with reports and mini assessments  School Data Mini Assessment Data by student (by strand) BAT One BAT Two Teacher made tests Qualitative Data from classroom teacher
3	Opportunity to participate in BLAST Grant tutoring program	Ms. Williams, Assistant Principal	Monitoring of student data in program	Blast Data reports  School Data Mini Assessment Data by student (by strand) BAT One BAT Two Teacher made tests Qualitative Data from classroom teacher
4	Implementation of FCAT Explorer	Classroom Teacher	Generated Reports	Analysis of Reports and comparision to school wide data
5	Implementation of Calendar Math	Classroom Teacher	Teacher input, classroom walkthroughs	Classroom Walkthroughs by School Leadership Team and post conferences
6	Implementation of Mountain Math	Classroom Teacher	Examples of Student Work  Qualitative Inquiry	Classroom Walkthrough Tool
7	Implementation of FCAT dailies	Classroom Teacher	Student drafted answers	Adminstration Walkthroughs
8	Implementation of effective math learning centers	Professional Learning Community Leader	Follow-Up activities as per staff development plan	Classroom Walkthroughs  Data Chats with Team Leaders and Administration
9	Implementation of distrcit's struggling math chart	Classroom Teacher	Assessments (various)	Data Chats to compare strengths and weaknesses and effective strategies to close achievement gaps
10	Implementation of ESOL strategies in the Math curriculum	School Leadership Team	CWT, Random LEP audits	Data pertaining to all LEP students; mock FCAT, mini assessments, BAT 1, BAT 2
11	Effectively differentiate instruction across our LEP subgroup	Classroom Teacher	CWT, PLC	2009 FCAT data, mini assessment data, BAT 1, BAT 2

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Math Staff Development	Math Centers: Methods to Setup and Use	Ms. Miller Ms. Porter	September 3, 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team (Principal, Assistant Principal, Reading Coach, Curriculum Coach)
Math Staff Development	Interpreting and Disaggregating Student Data in Math content areas	Dr. Reardon Ms. Cadette	September 3, 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team
Math Staff Development	Will learn new FCAT Specifications in Math	Kathy Tobon	November, 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team
Math Staff Development	Use Excel to manage math data	Dr. Reardon	January, 2010	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity	School Leadership Team
Math Staff Development	Specific strategies for teaching Number Sense	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team
Math Staff Development	Specific strategies for teaching Geometry	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team
Math Staff Development	Specific strategies for teaching Measurement	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team
Math Staff Development	Specific strategies for teaching Algebraic Thinking	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team
Math Staff Development	Specific strategies for teaching Data Analysis and Probability	Learning Community Leader	Fall 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
None	0	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Compass Odyssey	District	\$0.00
FCAT Explorer	District	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Materials via Staff Development	General Budget	\$5,000.00
Math Test Specifications	General Budget	\$0.00
\$0.00		
District professional development opportunities	Title I professional development fund	\$5,000.00
Total: \$10,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Math Incentives(Field Trips and Extended Learning Opportunities)	Accountability	\$2,000.00
Total: \$2,000.00		
Final Total: \$12,000.00		

*End of Mathematics Goal*

## Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Results from the 2009 FCAT indicate that:  26% percent of the students in grade 5 scored a level 3 or higher on the 2009 FCAT Science Test.  As compared to the 2008 FCAT, this represents a 10% decrease (2008=16%).		By June 2010, 30% percent of the fifth grade students at Oriole Elementary School will score 3 or above on the FCAT Writing Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Additional Science Individualized Instruction that follows the District's Instructional Focus calendar	School Leadership Team	Data Chats CWT Team Planning Best Practices	Mini Assessments Textbook Assessments Lab Reports Science Journals
2	Participation in hands-on Science inquiry-based activities using the Delta Science Kits	School Leadership Team	Data Chats CWT Team Planning Best Practices	Mini Assessments Textbook Assessments Lab Reports Science Journals
3	Utilize BEEP and United Streaming during Science instruction	School Leadership Team	Data Chats CWT Team Planning Best Practices	Mini Assessments Textbook Assessments Lab Reports Science Journals

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Science Staff Development	Teachers will learn the updated Science Test Specifications	Learning Community Leader	Fall 2009	Examples of student work Classroom walkthrough Lesson Plans Project Based Learning	School Leadership Team (Principal, Assistant Principal, Reading Coach, Curriculum Facilitator)

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science Staff Development	General Budget	\$500.00
		\$0.00
Consummable Materials	General Budget	\$1,000.00
		Total: \$1,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
District Professional Development Opportunities	Title I Professional Development Funds	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$4,500.00

End of Science Goal

## Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>Results from the 2009 FCAT indicate that:</p> <p>86% percent of the students in grade 4 scored a level 3.5 or higher on the 2009 FCAT Writing Test.</p> <p>As compared to the 2008 FCAT, this represents a 6% decrease (2008=92%).</p> <p>AYP criteria was met in this area because the proficiency remained over 90 percent when examining the percent of students above level 3.0 (92).</p>		<p>By June 2010, 90 percent of the fourth grade students at Oriole Elementary School will score 3.5 or above on the FCAT Writing Test.</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	Additional Writing Support from Master Writing Teacher (Mr. Dawson)	Mr. Dawson School Leadership Team	Monthly writing checks	Rubric Scale 1-6
2	Classroom Walkthroughs	School Leadership	Examples of Student Work	Monthly Audits of Writing

	focused on Writing Plan Implementation	Team		Scores
3	Utilization of ESOL strategies in all classrooms	Ms. Small School Leadership Team	Monthly writing prompts	School Writing Rubric
4	Implementation of anchor papers in grade 4	Fourth Grade Team Leader	Monthly writing prompts	Data Chats(conferencing and editing with students and Audits of Writing Scores
5	Peer Conferencing with students	Team Leaders	N/A	Data Chats Writing Data Audits
6	Compass Learning	Teachers 3-5	Reports as generated through ILS software	Review of Data on ILS programs

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Writing Professional Development	Staff Development: Narrative Essay Development	Mr. Dawson	November 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team
Writing Professional Development	Staff Development: Expository Essay Development	Mr. Dawson	October 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team
Writing Professional Development	Staff Development: 6 traits of Writing	Mr. Dawson	September 2009	Implementation of learning strategy Post-training follow-up meeting with respective learning community Follow up activity Student work samples CWT	School Leadership Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Professional development writing activities	General Budget	\$500.00
		\$0.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
		\$0.00
District Professional Development Opportunities	Title I professional development fund	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,500.00

## Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:  
 Were parent involvement activities and strategies targeted to areas of academic need?  
 Based on information from surveys, evaluations, agendas, or sign-ins:  
 Was the percent of parent participation in school activities maintained or increased from the prior year?  
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
37 percent participated in school activities during the 2008-9 school year by the attendance at meetings, conferences, workshops and volunteer activities.		By June 2009, 50% of our parents will demonstrate participation in their child's education by attending parent trainings, meetings, and conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parent involvement workshops will be offered	Jacqueline Blocker Traci Porter School Leadership Team	Event Sign-in Forms Attendance Logs	Data and percentages will be calculated from the attendance rosters
2	Sending of communications and advertising of all parental events	School Administration	Parentlink messages School newsletters	Confirmation via Parentlink system
3	Parent Surveys will be given	Jacqueline Blocker Frederick Burnos	Customer Survey	Analysis of results

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Staff Development - Parent Involvement	Reading Testing Strategies	Traci Porter	Fall 2009 Spring 2010	Parents will sign-in	School Administration Traci Porter
Staff Development - Parent Involvement	Math Testing Strategies	Traci Porter	Fall 2009 Spring 2010	Parents will sign-in	School Administration Traci Porter
Staff Development - Parent Involvement	School Advisory Council	Frederick Burnos Jacqueline Blocker	First Thursday of each month	Sign-in sheets	Jacqueline Blocker
Staff Development - Parent Involvement	School Advisory Forum	TBA	First Thursday of each month	Sign-in sheets	School Leadership Team
Staff Development - Parent Involvement	Parent Teacher Organization	TBA	First Thursday of each month	Sign-in sheets	School Leadership Team

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount

No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Reading Parent Night	Title One	\$2,500.00
Math Parent Night	Title One	\$2,500.00
Writing / Science Parent Night	Title One	\$2,500.00
		Total: \$7,500.00
		Final Total: \$7,500.00

*End of Parent Involvement Goal*

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## Other Goals

No Other Goals were submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Earned Grant for Reading Supplies	Grant Funded	\$5,000.00
Mathematics	None	0	\$0.00
Writing	Professional development writing activities	General Budget	\$500.00
Writing			\$0.00
Science	Science Staff Development	General Budget	\$500.00
Science			\$0.00
Science	Consummable Materials	General Budget	\$1,000.00
			Total: \$7,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Explorer Program	State of Florida	\$0.00
Reading	Compass Odyssey	District	\$0.00
Reading	Accelerated Reading	General Budget	\$4,000.00
Mathematics	Compass Odyssey	District	\$0.00
Mathematics	FCAT Explorer	District	\$0.00
			Total: \$4,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Vocabulary Word Wall, Literacy Centers, Materials related to the reading standards within instructional focus calendar	Unknown	\$4,000.00
Reading			\$0.00
Reading	District professional development opportunities	Title I professional development funds	\$5,000.00
Mathematics	Materials via Staff Development	General Budget	\$5,000.00
Mathematics	Math Test Specifications	General Budget	\$0.00
Mathematics			\$0.00
Mathematics	District professional development opportunities	Title I professional development fund	\$5,000.00
Writing			\$0.00
Writing	District Professional Development Opportunities	Title I professional development fund	\$3,000.00
Science	District Professional Development Opportunities	Title I Professional Development Funds	\$3,000.00
			Total: \$25,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Field Trips	Accountability	\$3,000.00
Reading	Reading Incentives	Possible Grant Funding	\$2,000.00
Reading	Reading Incentives	Accountability	\$2,000.00
Mathematics	Math Incentives(Field Trips and Extended Learning Opportunities)	Accountability	\$2,000.00
Parental Involvement	Reading Parent Night	Title One	\$2,500.00
Parental Involvement	Math Parent Night	Title One	\$2,500.00
Parental Involvement	Writing / Science Parent Night	Title One	\$2,500.00
			Total: \$16,500.00
			Final Total: \$52,500.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

Intervene  
  Correct II  
  Prevent II  
  Correct I  
  Prevent I  
  NA

## School Advisory Council

### School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Student Incentives	7000

### Describe the Activities of the School Advisory Council for the Upcoming Year

Oriole Elementary School is scheduled to conduct SAC team meetings the first Thursday of every month at 5:30 p.m. in the Media Center. A variety of methods are used to communicate the meetings to our parents (newsletters, flyers, parent conferences, marquee, and Parentlinks). The process used to select the SAC Chair at Oriole Elementary School is as follows:

Faculty members will elect their choice(s) for the Council. This name is brought before the current SAC Team for approval. Should someone who is not an employee of the school wish to run for the SAC Chair position, they can do so at that time. For the 2009/2010 school year, Mr. Frederick Burnos and Ms. Jacqueline Blocker will be the SAC Chairs. The composition of the SAC reflects the demographics of the student population.

At the beginning of each year, teachers sign up to serve on various school-wide SAC Committees. All committees are comprised of representatives from each of the six grade levels. The committees are scheduled to throughout the school year to review their SAC objectives and goals. This information is shared with the school's SAC team.

The current School Improvement Plan will undergo a final review by the SAC team during the September meeting. It is then that input on the School Improvement Plan is welcomed. The plan is set to go to the school board for approval in October. Currently there are many TBA's for parents as many of the parents on the committee have children that have graduated from Oriole Elementary.

### SAC Members

#### Members

- 1) Dr. Ryan T Reardon, Principal
- 2) Ms. Jacqueline Blocker, SAC Chair
- 3) Mr. Frederick Burnos, SAC Chair
- 4) Mr. Chase Greene, Business Member
- 5) Mr. Adam Baker, Business Member
- 6) Tiawan Daniels, Parent
- 7) Ms. Kimberly Alexander, Parent
- 8) Emecia Bishop, Parent
- 9) Madinson Turbi, Parent
- 10) Charisse Long, Parent
- 11) Kim Alexander, Parent
- 12) Cordez King, Parent
- 13) Alfreda Rodney, Parent
- 14) Ms. Kathy Hughes, Community Member

15) Ms. Traci Porter, School Support Personnel

16) Ms. Cynthia Ruffin, School Support Personnel

17) Ms. Sandra Reid, Union Steward

# AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward ORI OLE ELEMENTARY SCHOOL 1831													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 372 Math: 372		2008-2009 School Grade <sup>1</sup> :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N			
TOTAL <sup>4</sup>	100	Y	100	Y	63	N	62	N	94					NA	50	37	Y	36	38	N	70	NA	61	N			
WHITE		NA		NA		NA		NA						NA						NA							
BLACK	100	Y	100	Y	62	N	62	N			Y			NA	51	38	Y	38	38	N	69	NA	61	N			
HISPANIC		NA		NA		NA		NA						NA						NA							
ASIAN		NA		NA		NA		NA						NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	61	N	62	N	94		Y			NA	52	39	Y	36	38	N	68	NA	60	N			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA						NA						NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA						NA						NA							

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward ORI OLE ELEMENTARY SCHOOL 1831													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 352 Math: 352		2007-2008 School Grade <sup>1</sup> :		B		Did the School make Adequate Yearly Progress?		YES					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N			
TOTAL <sup>4</sup>	99	Y	99	Y	50	N	64	Y	94	94	Y			NA	53	50	N	47	36	NA	59	Y	67	NA			
WHITE		NA		NA		NA		NA						NA						NA							
BLACK	100	Y	99	Y	49	N	62	Y	94					NA	55	51	N	48	38	NA	58	Y	67	NA			
HISPANIC		NA		NA		NA		NA						NA						NA							
ASIAN		NA		NA		NA		NA						NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	48	N	64	Y	94	Y				NA	55	52	N	48	36	NA	58	Y	67	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA						NA						NA							
STUDENTS WITH DISABILITIES	97	Y	97	Y		NA		NA						NA						NA							

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward ORI OLE ELEMENTARY SCHOOL 1831													
Number of students enrolled in the grades tested: <b>Click here to see Number of students in each group</b>														Read: 399 Math: 399		2006-2007 School Grade <sup>1</sup> :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c <sup>2</sup> ).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b <sup>2</sup> ).							This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.						
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate <sup>3</sup> by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N			
TOTAL <sup>4</sup>	100	Y	99	Y	47	N	53	N	85	94	Y			NA	54	52	N	47	47	N	46	N	60	Y			
WHITE		NA		NA		NA		NA						NA						NA							
BLACK	100	Y	99	Y	45	N	52	N	86	94	Y			NA	53	53	N	47	48	N	45	N	60	Y			
HISPANIC		NA		NA		NA		NA						NA						NA							
ASIAN		NA		NA		NA		NA						NA						NA							
AMERICAN INDIAN		NA		NA		NA		NA						NA						NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	45	N	52	N	85		Y			NA	54	53	N	47	48	N	46	N	59	Y			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	36	N	48	N						NA	67	68	N	54	52	N	41	N	55	N			
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA						NA						NA							

## SCHOOL GRADE DATA

Broward School District ORI OLE ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	67%	66%	86%	26%	245	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	61%			127	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level</li> </ul>

						1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	62% (YES)			130	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					502	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District ORIOLE ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	54%	66%	92%	16%	228	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	57%	78%			135	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	65% (YES)	88% (YES)			153	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					516	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District ORIOLE ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	50%	56%	88%	14%	208	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	64%			122	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	48% (NO)	65% (YES)			113	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					443	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested