



Executive Summary

Oriole Elementary School

Broward County School District

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Oriole Elementary is a Title I school, with 597 students, of which 97% are on Free/Reduced Lunch located. The school is located in the City of Lauderdale Lakes, Florida. The suburban city has an area of approximately four square miles and a population in excess of 34,000. Based on the U.S. Census, the mean income for families in this city is \$33,000. Twenty-four percent of its residents live in poverty, 77% of its residents have a high school diploma or higher, while 13% have a Bachelor's degree or higher.

In April 2016, the school had a total student count of 638 students in Grades Pre-K through Gr. 5. Of that number 96.55% (616) students are on free or reduced-price lunch. The schools' diverse student population is made up of 1% (7) Asian; 90% (577) African American; 5% (32) Hispanic; 1% (9) Multi; and 2% (13) White. There are over 100 English for Speakers of Other Language (ESOL) students and over 70 Exceptional Student Education (ESE) students currently enrolled at Oriole Elementary.

Over the past three years, several charter schools have opened up in close proximity to Oriole Elementary School. These schools have been marketing their products to families in Lauderdale Lakes in direct competition with our school. In effect, this has created a challenge for Oriole Elementary to maintain its 3-year historical count that has exceeded 600 students each school year. Additionally, Oriole has a 4% mobility rate and on average, fourteen students withdraw from our school each month.

There are 38 certified teachers on staff resulting in a mix of veteran teachers and new educators. During the 2015-2016 an Autism Spectrum Disorder (ASD) cluster class and a V-Pre-K class was added to our school. This change has added to the number of ESE students who are receiving ESE services at our school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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

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

Academic events are held throughout the school year in support of the school's purpose to educate all students and to build a community of involvement among the school's internal and external stakeholders. Parents and community members attending these events receive information on the services and support systems that are instituted to help develop the whole child. While some of these events are held on the premises of the school's campus, others are held at off-site locations in partnership with local businesses. As an example, students get real-world experience of the application of their math skills when they engage in a math scavenger hunt in a local Publix Supermarket.

The school has also established partnerships with community members, allowing targeted students to participate in a variety of mentoring programs. These programs focus on building student accountability and helps students understand the importance of making the right choices everyday. Incentives are built into these programs to encourage students to continue to be good citizens.

There are clear expectations among staff regarding the safety of students on their daily arrivals, during the instructional day, and at dismissal everyday. In that regard, adult supervision is in place to ensure students enter our building safely; students are also supervised during their dismissal at the end of each day. During the instructional period, students are escorted to and from specials, lunch, etc. under the direct supervision of an adult. At all times, students are expected to walk with a buddy when they are away from the classroom with their teacher's approval.

Students are encouraged to work collaboratively to build their oral communication and presentation skills. This is in direct alignment with the Florida Standards of ensuring students are college and career ready. While working in groups, students are required to be respectful of diverse opinions, and be able to demonstrate their understanding of the focus standards. Measures of the success of each student are reflected in the results of their formative and summative assessment that is administered.

Students' successes are celebrated throughout the year. These celebrations are held at least monthly with invitations extended to parents and external stakeholders. It is through these celebrations that we aim to build students' confidence and their continued commitment to academic success.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Students in grade Kindergarten through Fifth grade participate in our school wide Accelerated Reader Program. The students have read nearly 40,000 books through the Accelerated Reader Program. Additionally, all students participate in our weekly Math Frenzy program. During the Math Frenzy, students compete in a three minute facts fluency competition schoolwide. As a result, in addition to the use of math strategies, math proficiency data has seen an increase. Our teachers have dedicated time each week to plan collaboratively.

We have Mentorships Programs to help promote self-esteem, high expectation and student achievement success. One of the mentoring programs that students are a part of is the Bi-Wi mentoring program exclusively for girls. Bi-Wi stands for "Because I'm Worth It" which encourages the girls to believe in themselves. This mentoring program provides the girls with self-esteem building tools as well as proper etiquette. Another mentorship program at Oriole Elementary is called Mentoring to Manhood spearheaded by the Chief of Lauderdale Lakes Fire Department. The key elements of this mentoring program focuses on insuring that the young male participants have access to attainable educational goals, understand and embrace self-confidence and awareness.

Our school is currently a candidate for the Primary Years Programme. The school is pursuing authorization as an International Baccalaureate, to provide our students with an international, high quality education. In the next three years, we are striving to have all teachers equipped, through an on-going professional learning community, with multiple strategies to implement Florida State Standards. Teachers will have grade level common planning time where they will be able to collaborate and share effective instructional practices and ideas to ensure that rigorous instruction and activities are taken place in the classroom. Teachers will also have planning time to vertically plan with other grade levels. Based on a needs assessment, teachers will be able to participate in specific professional staff developments that will provide effective teaching strategies that will enhance their instructional practices. Teachers will be able to utilize a variety of resources aligned to grade level standards, incorporate critical thinking into their everyday practices to help improve the overall student achievement of students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We unveiled our Peace Garden through a partnership with Broward College North Campus, Home Depot Oakland Park, and Chi Psi Omega Chapter of Alpha Kappa Alpha Sorority, Inc. Students are able to go to the Peace Garden to reflect on making better choices with the school counselor or support staff.

Due to the SMART Bond initiative, Oriole Elementary received over 400 brand new Lenovo laptops for students to use in the classroom. Students are able to receive additional reading and math instruction by way of the iReady where students get additional practice based on the student's academic needs in both subject areas. Students visit this program daily for thirty minutes during their center rotations in both reading and math. Teachers can then use the information from reports of their students to provide interventions needed for their students. Oriole also has an extended learning opportunity called Oriole Reading Intervention (ORI) time. During this extended hour of the school day, students receive intense reading interventions in a small group setting away from their mandatory reading instruction during the reading block. Students get additional practice in the area of phonics, phonemic awareness, comprehension and fluency. Teachers work collaboratively with the Reading Coach to receive additional resources and reading strategies to assist with classroom instruction.