



Executive Summary

Park Lakes Elementary School

Broward County School District

Ms. Orinthia Dias, Principal
3925 N State Road 7
Lauderdale Lakes, FL 33319

TABLE OF CONTENTS

Introduction.....	1
Description of the School.....	2
School's Purpose.....	3
Notable Achievements and Areas of Improvement.....	4
Additional Information	5

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?

Park Lakes Elementary is located in the central Broward County in Florida. Currently the school serves 1213 students from a large diverse community. The demographic breakdown is as follows: During the 2013 school year we had an enrollment of approximately 1274 which primarily comprised of 13.4% White students; 82.6% students Black/African American students; 14.0 % Hispanic students; .06% Multi-Racial students; Asian students .06%; Native American students, 0%; Native Hawaiian, .17%. During the 2014 school year we had an enrollment of approximately 1148 students primarily comprised of White students, 14.8%; Black/African American students, 80.3%; Hispanic students, 16%; Multi-Racial students, 3.8%; Asian students .8%; Native American students, .3%; and Native Hawaiian students, 17%. At the beginning of the 2015/16 school years, Park Lakes Elementary School had an enrollment of 1145 students. That number has since fluctuated between 1227 and 1213. Our current demographics are a compilation of White students, 2.26%; Black/African American students 82.3%; Hispanic students 14%; Multi-Racial students, .06%; Asian students, .06%; Native American students, 0%; Native Hawaiian Students, 17%.

Over the past three years our enrollment has declined slightly and there has also been a slight fluctuation in demographic percentages as well. The demographic information listed does not account for other socioeconomic and social emotional attributes of Park Lakes. For example our students range from children who are involved with Child Net to students who come from two parent financially stable homes. We work closely with CNET child services as we have a comparatively large population of students who are in foster care. In order to meet the needs of these students we have a comprehensive mentoring program that will be discussed in the next section.

This year, we hired 23 brand new teachers, 9 of which went on our fifth grade team. Several of these new hires came from a partnership that is unique to Park Lakes. Early in January of 2016, an influx of students necessitated the creation of a new class. To meet this need, we hired a new 2nd grade ESOL teacher for the purposes of creating our first co-teaching classroom. Co-teaching is not the only relatively new Park Lakes Elementary school endeavor. As previously mentioned, unique to our school is the fact that we have developed a partnership with Florida Atlantic University College of Education. We have a class of FAU students directly on our campus. These teachers work closely with trained veteran teachers during the last two years of their college experience. Then they have an opportunity to remain at Park Lakes Elementary School should a vacancy present itself. Each mentor teacher is trained by FAU as well.

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.

The Mission of Park Lakes Elementary School is to create classrooms infused with technology and inquiry based opportunities. Through these opportunities, students will collaborate and learn to be effective communicators through researched based learning. The Vision Statement for Park Lakes Elementary School is to provide a quality education through collaboration with all stakeholders that will increase student achievement. This year, with the implementation of our Science Technology Robotics Arts Math (STREAM) curriculum, Special Programs inclusion model, The Leveled Literacy Intervention (LLI) Program and continued data analysis, our Park Lakes educators are poised to take our students to a whole other level. Our school has completely shifted to a more student friendly, innovative classroom filled with enrichment and plenty of hands-on experiences. Last year we adopted the 4 Shifts of Park Lakes. This year we have expanded the 4 shifts and further expanded them to now be The 7 Pillars of Park Lakes, which detail the vision for our school.

Very briefly they are:

1. Teacher Centered to Student Centered Learning
2. Cooperative Learning to Collaborative Grouping
3. Mechanical to Technology Integration
4. Textbooks/Worksheets to Hands-On, Research-Based Learning
5. Use of Data to Improve Student Achievement
6. Response to Intervention (RtI)
7. Customer Focus

We were recently approved to become an Innovative STREAM school. We are currently writing grants and identifying funding options that will allow us to move forward with this program. We have built in three "Soaring Eagles" classes. These classes embody our mission and vision in part because talented young students are provided the opportunity to engage in short and long-term research based activities in an effort to increase creative and intellectual ability.

Park Lakes is also committed to improving the social emotional learning opportunities provided to staff members. It is our goal to address the "whole" child. In order to give our teachers an increased understanding of the 5 core competencies related to social emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

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.

The most notable achievement Park Lakes Elementary has made over the past three years is the shift from teacher centered learning environments to student-centered environments. Teachers are challenged to work collaboratively as teams to develop innovative lesson plans that engage students in inquiry-based, project-based activities. Apart of this shift involves our recent acceptance as a Science Technology Robotics Engineering, and Mathematics (STREAM) innovative school. The STREAM initiative is a notable achievement over the past three years, however it also serves as an area of improvement that we are striving to achieve in the next three years. Another achievement centers on increasing student-learning gains in the area of literacy. The curriculum and management teams were charged with reviewing data from previous school years. They were asked to use that data to determine how to best meet the academic needs of our students. It was determined that two research-based programs would be infused into Park Lakes academic program, LLI and Guided Reading. Teams of teacher were trained during the summer of 2015. Training continued throughout the 2015-2016 school year. Consistent academic growth for our students will always serve as an area in which Park Lakes would like to show growth. However there are other areas that we would like to demonstrate growth. At Park Lakes we strive to decrease the amount of classroom referrals. We plan to do this by infusing the concepts of social emotional learning (SEL) into our teachers' daily practices. Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The five core competencies of SEL center on developing the following abilities in our students:

- Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior.
- Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
- Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds.
- Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
- Responsible decision-making: The ability to make constructive and respectful choices about behavior.

We plan to provide training for teachers on these competencies in hopes of decreasing the amount of referrals for the following incidents. This information represents the type and number of incidents to date that we have encountered up to this quarter. Our goal over the next three years is to decrease the percentage of each incident by ten. (Z1) Fight/Minor Altercation, 83 incidents; (SB) Unruly/Disruptive Behavior, 77 incidents; (01) Disobedience/Insubordination, 38; (UP) Disruptive/Unruly Play, 18; (02) Insulting/profane/Obscene Lang, 17; (22) Battery, 16; (Z8) Level 2 - Bus Violation, 15; (Z9) Level 3 - Bus Violations, 15; (ZX) Profanity to staff member, 12; (XA) Disruption on Campus (Minor), 6. These infractions total 297.

Finally, the low socioeconomic demographic of our student population necessitate a strong partnership with stakeholders. We seek to further develop the relationships with partners that will assist the school in its vision to provide quality education through sustained partnerships with all stakeholders. It is our belief that building relationships with outside organizations is the cornerstone to the success of our students. We seek to establish relationships with business partners at the local and national level. Over the next three years we desire to strengthen the bonds with our 52 local business partners while at the same time build relationships at the national level.

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 are proud of the many accomplishments our school has made over the passed few years. Our school is one the few that offers free after school enrichment clubs. We have twenty-three clubs sponsored by teachers that meet every Thursday. Each club is unique and based on the special talents of our teachers. Our connection to the community is apparent and based on the fact that we have consistently hosted Mother/Daughter Teas, Father/Son Luncheons, and recently we had Park Lake Elementary school's 1st Annual Minority Male conference. An additional innovation associated with Park Lakes is the partnership we have developed with Florida Atlantic University (FAU). Teachers from FAU's college of education spend their last-two years on our Campus. The teachers have class at Park Lakes once a week. They are then placed with a veteran teacher to complete their practicums and internships. This partnership affords us the opportunity to guide new teachers as they prepare to embark on their careers as educators.