Santa Rosa County School District

Oriole Beach Elementary School

2021-22 Schoolwide Improvement Plan

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Oriole Beach Elementary School

1260 ORIOLE BEACH RD, Gulf Breeze, FL 32563

http://www.santarosa.k12.fl.us/schools/obe/

Demographics

Principal: Josh Mcgrew

Start Date for this Principal: 4/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (73%) 2016-17: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/5/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	32%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Preparing students for success by providing a superior, relevant education.

Provide the school's vision statement.

To produce confident, well rounded and responsible, lifelong learners who will become positive forces in their homes, communities, and the world.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
McGrew, Josh	Principal	Principal Duties and Responsibilities (Essential Functions): 1. Manage and administer the overall instructional program at the assigned school. 2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. 3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. 4. Manage and administer the accreditation program for the assigned school. 5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. 6. Participate, as requested, in the development of District guides related to instruction and personnel. 7. Participate, as requested, in the development and adoption of the District's assessment program. 8. Manage and administer the assessment program for the school. 9. Manage and supervise the wise use of personnel resources. 10. Manage, supervise and evaluate personnel. 11. Manage the implementation and administration of negotiated employee contracts at the school level. 12. Manage and administer the development of long and short-range instructional and facility needs. 13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. 14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. 15. Coordinate facility and support service requirements with appropriate district offices. 16. Coordinate and supervise the transportation services at the assigned school. 17. Manage the discipline of students on buses, including statutory provisions for suspension. 18. Maintain a high visibility within all areas of the facility. 19. Establish guidelines for proper student conduct and effective disciplinary procedures and policies. 20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. 21. Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. 22. Manage and supervise, through wise use, the financial resources of the school. 23. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. 24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. 25. Manage and administer the preparation of financial reports for the school. 26. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. 27. Manage and administer through statute and District guidelines, the school food service program. 28. Develop and maintain positive school/community relations and act as liaison

Name	Position Title	Job Duties and Responsibilities
		between the two. 29. Be proactive in decisions relating to school and community well-being. 30. Use effective positive interpersonal communication skills. 31. Actively participate in the recruitment of business partnership to benefit the school community. 32. Assign and supervise special tasks to school personnel. 33. Assign to teachers such responsibility and authority for student control as deemed appropriate. 34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
Garcia, Monica	Assistant Principal	Assistant Principal Duties and Responsibilities (Essential Functions): • Coordinate all aspects of elementary curriculum. • Coordinate faculty, year level and individual teacher's planning, as assigned. • Assist teachers in interpreting and implementing the District's curriculum. • Coordinate, as assigned, research related to curriculum development. • Recommend curriculum adjustments to meet the special learning needs of individual children. • Assist teachers in organizing classrooms for effective learning. • Implement and schedule the standardized testing program when assigned. • Establish and maintain a system of school-wide textbook accountability. • Schedule and plan in-service programs and prepare required reports. • Work with the media specialist in adapting and improving the use of media in the school. • Participate in proposed and on-going curriculum development projects. • Serve, at the direction of the Principal, as advisor and special consultant to probationary employees. • Coordinate the grade placement and grouping of children. • Assist the Principal in planning and carrying out staff and parent curriculum meetings. • Serve as the administrative representative on the school's Integrated Services Team. • Complete special assignments assigned by the Principal. • Assume building supervisory responsibility in the absence of the Principal. • Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline. • Assist in the supervision of all school activities and programs. • Supervise students in order to maintain a safe and orderly environment. • Assist the Principal in planning and implementing the school improvement program. • Assist the Principal and other staff in maintaining a clean and safe school plant. • Assist in the selection, supervision and evaluation of all school personnel. • Prepare such records and reports as the Principal may assign. • Perform other incidental tasks consistent with the goals and objectives of this position.

Name	Position Title	Job Duties and Responsibilities
Mann, Jen	School Counselor	• Assists in the registration and placement of students. • Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students. • Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups. • Oversees the provision of career development activities for students. • Administers initial screenings and coordinates the referral process for identification and placement of students with special needs. • Provides appropriate consultation with parents on all issues related to student success. • Provides appropriate consultation and staff development to school personnel as needed. • Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students. • Tracks attendance and develops appropriate truancy intervention plans. • Assists with referrals to other service providers and outside agencies. • Facilitates Integrated Services Team meetings. • Develops 504 plans and health care plans as needed. • Maintains access to current information regarding community resources. • Organizes community service projects. • Coordinates district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff. • Provides or assists with student orientation. • Evaluates the guidance program on a continuing basis. • Consults with school personnel on issues regarding student discipline • Assists in the orientation of new faculty and staff members. • Assists with parent/teacher conferences as requested. • Oversees the proper maintenance of student records as required by applicable policies, regulations and procedures. • Attends and participates in faculty meetings. • Accepts responsibility for extra-curricular activities as assigned. • Attends professional meetings and staff development activities. • Maintains a valid Florida teacher's certificate. • Provides own method of transportation to various locations when required. • Performs other tasks and responsibilities as assigned by the principal.
Smith, Julie	Other	Planning and Instructional Design: • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. Learning Environment: • Meets and instructs assigned classes in the locations and at the times

Name	Position Title	Job Duties and Responsibilities
		designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. • Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment. • Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies. Instructional Delivery and Facilitation: • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. Assessment: • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration. Continuous Professional Improvement: • Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. • Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement. Professional Responsibility and Ethical Conduct: • Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional

Name	Position Title	Job Duties and Responsibilities
		direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal.

Demographic Information

Principal start date
Wednesday 4/1/2015, Josh Mcgrew

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Total number of teacher positions allocated to the school
65

Total number of students enrolled at the school
786

Identify the number of instructional staff who left the school during the 2020-21 school year.
11

Identify the number of instructional staff who joined the school during the 2021-22 school year.
17

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	110	110	128	141	129	157	0	0	0	0	0	0	0	775
Attendance below 90 percent	19	29	29	38	31	33	0	0	0	0	0	0	0	179
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	0	1	2	1	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	1	5	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	9	14	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	11	18	0	0	0	0	0	0	0	31
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	7	8	8	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	2	2	2	2	1	1	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 9/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	103	138	113	136	124	0	0	0	0	0	0	0	701
Attendance below 90 percent	4	5	9	3	2	7	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	2	2	5	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	87	103	138	113	136	124	0	0	0	0	0	0	0	701
Attendance below 90 percent	4	5	9	3	2	7	0	0	0	0	0	0	0	30
One or more suspensions	0	0	0	2	2	5	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				79%	68%	57%	82%	64%	56%
ELA Learning Gains				69%	64%	58%	65%	53%	55%
ELA Lowest 25th Percentile				57%	56%	53%	63%	45%	48%
Math Achievement				81%	72%	63%	83%	72%	62%
Math Learning Gains				75%	67%	62%	72%	62%	59%
Math Lowest 25th Percentile				67%	52%	51%	67%	52%	47%
Science Achievement				84%	65%	53%	82%	64%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	71%	4%	58%	17%
Cohort Comparison						
04	2021					
	2019	81%	66%	15%	58%	23%
Cohort Comparison		-75%				
05	2021					
	2019	84%	69%	15%	56%	28%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	75%	71%	4%	62%	13%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	82%	73%	9%	64%	18%
Cohort Comparison		-75%				
05	2021					
	2019	87%	71%	16%	60%	27%
Cohort Comparison		-82%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	84%	65%	19%	53%	31%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools include Renaissance STAR Early Literacy, STAR Reading, STAR Math, and Performance Matters/Unify assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

K-1 STAR Early Literacy (Math embedded)
2-5 STAR Renaissance Reading/Math
Performance Matters Science 3-5

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	96/56%	102/82%	100/85%
	Economically Disadvantaged	31/55%	35/80%	35/89%
	Students With Disabilities	15/33%	13/62%	13/54%
	English Language Learners	1/0%	2/0%	2/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	94/78%	103/89%	99/95%
	Economically Disadvantaged	32/84%	36/89%	35/94%
	Students With Disabilities	15/80%	14/86%	14/86%
	English Language Learners	2/50%	2/50%	2/50%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	137/53%	137/83%	132/77%
	Economically Disadvantaged	29/55%	27/78%	26/66%
	Students With Disabilities	17/24%	17/47%	17/41%
	English Language Learners	1/100%	1/100%	1/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	131/72%	136/84%	133/87%
	Economically Disadvantaged	25/64%	26/77%	26/73%
	Students With Disabilities	14/50%	17/59%	17/71%
	English Language Learners	1/100%	1/100%	1/100%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	118/69%	130/80%	130/77%
	Economically Disadvantaged	34/47%	34/79%	34/56%
	Students With Disabilities	20/50%	24/46%	22/59%
	English Language Learners	0	2/0%	2/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	119/72%	129/81%	128/79%
	Economically Disadvantaged	34/59%	34/77%	34/74%
	Students With Disabilities	22/46%	23/52%	20/60%
	English Language Learners	0	2/0%	2/0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	143/69%	148/81%	0
	Economically Disadvantaged	29/41%	28/64%	0
	Students With Disabilities	17/35%	16/44%	0
	English Language Learners	1/0%	1/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	136/72%	148/76%	0
	Economically Disadvantaged	27/48%	29/48%	0
	Students With Disabilities	15/47%	17/41%	0
	English Language Learners	1/0%	1/100%	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	107/65%	124/64%	0
	Economically Disadvantaged	22/73%	28/64%	0
	Students With Disabilities	17/12%	17/29%	0
	English Language Learners	1/0%	1/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	104/63%	124/61%	0
	Economically Disadvantaged	22/55%	28/50%	0
	Students With Disabilities	17/24%	17/6%	0
	English Language Learners	1/0%	1/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	54%	65%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

	2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2019-20**	**C & C Accel 2019-20**
SWD	38	35	38	36	40	43	24				
ASN	64			82							
HSP	58	60		58	50		60				
MUL	72			72							
WHT	74	57	56	77	69	47	70				
FRL	56	50		61	63	55	60				
	2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	40	58	39	43	72	57	44				
BLK	67			67							
HSP	75	67		74	82		82				
MUL	79	80		83	80						
WHT	80	69	57	81	74	63	84				
FRL	75	65	50	72	74	73	80				
	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	52	62	64	52	65	67	57				
HSP	76	39		76	52		75				
MUL	69	64		69	90		80				
WHT	84	66	65	86	73	68	84				
FRL	74	61	57	78	71	69	71				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

OBE 2019 FSA 3rd, 4th, and 5th grade % proficient exceed both district and state proficiency in ELA, Math, and Science.
Economically Disadvantaged Students in grades 2 & 3 peak in percentage proficient in the Winter Test B in both ELA and Math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students With Disabilities (SWD) in grades 1 & 2 ELA proficiency on district benchmark tests decrease in the final progress monitoring point of the year (spring 2021).
2019 OBE Science Achievement data was 84% proficient, but preliminary data for 2021 shows a decline of 18% to 66% proficient.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Foundational reading skills education and science education/STEAM did not occur as normal due to COVID (Remote Learning, COVID protocols, and attendance). Highly qualified teachers will provide rigorous Tier 1 instruction and Tier 2 intervention. ESSR Intervention teachers will provide research based, high yield intervention to identified Tier 3 students. Continuity of learning will be provided to students who are under stay at
home orders. OBE will show renewed efforts for Tier 1 instruction, Tier 2 & 3 Intervention, strong Literacy curriculum that is aligned with BEST standards. OBE will implement STEAM rotations and Tier 1 science instruction that is aligned with state standards.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

While 2019 OBE School Grade Data's lowest 25th% ELA was only 1% higher than the district at 57% proficient versus the district's 56% proficient.... 2021 preliminary School Grade Data shows the Lowest 25th% ELA was 17% higher than the district at 52% proficient versus the district's 35% proficient.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our teachers and students continued to teach/learn utilizing many alternative strategies during mandated quarantines and school shutdowns. Virtual and in person parent teacher conferences were held to keep parents informed and engaged in the educational process of their students. The MTSS team collaborated to identify learning deficits and provide evidence based interventions that were progress monitored and adjusted accordingly.

What strategies will need to be implemented in order to accelerate learning?

Highly qualified teachers will provide rigorous Tier 1 instruction and Tier 2 intervention. ESSR Intervention teachers will provide research based, high yield intervention to identified Tier 3 students. Continuity of learning will be provided to students who are under stay at home orders. OBE will show renewed efforts for Tier 1 instruction, Tier 2 & 3 Intervention, strong Literacy curriculum that is aligned with BEST standards. OBE will implement STEAM rotations and Tier 1 science instruction that is aligned with state standards.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing Training and Support for Florida's BEST Standards for all instructional personnel. Ongoing Training and Support for Classroom Teachers, ESE INC Teachers, AIS, ESSER Interventionists, and Reading Endorsed Teachers in HMH ELA Curriculum Professional Development , HMH Tier 2 Intervention Professional Development, SIPPS Professional Development, Phonics for Reading Professional, Phonics Screener for Intervention Assessments for AIS and Intervention teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

STEAM rotations and Science instruction will be provided in all grades. ESSR Intervention teachers, Reading Endorsed Classroom Teachers, and AIS will provide research based, high yield interventions to identified Tier 3 students. Highly qualified teachers will provide rigorous Tier 1 instruction and Tier 2 intervention. Continuity of learning will be provided to students who are under stay at home orders.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on review of approximated preliminary school data, OBE 2021 FSA ELA Achievement and Learning Gains decreased by 7% and 14% respectively as compared to 2019 data. ELA Achievement (% proficient) 2021 = 72% which is a 7 % decrease from 2019 = 79% ELA Learning Gains 2021 = 55% which is a 14% decrease from 2019 = 69% *no 2020 data available - no state testing due to COVID pandemic
Measurable Outcome:	OBE plans to increase 2022 school FSA ELA Achievement from 72% to 74% and FSA ELA Learning Gains from 55% to 57%.
Monitoring:	Progress will be monitored by using STAR Renaissance A, B, & C Reading benchmark assessment data. Tier 1 ELA instruction will be monitored through regular classroom observations. Tier 2 and Tier 3 interventions will be monitored through observations and through regular support from our Academic Intervention Specialist, classroom teachers, and ESSER Interventionists. Monthly MTSS meetings, along with meetings on an as-needed basis, will be held to review progress monitoring data of Tier 2 and Tier 3 students.
Person responsible for monitoring outcome:	Josh McGrew (mcgrewj@santarosa.k12.fl.us)
Evidence-based Strategy:	Phonics Instruction (PI) & Phonemic Awareness (PA)--Teachers and interventionists will provide PI & PA instruction in Tier 1 (UDL Strategies & Differentiated Instruction), Tier 2 (HMH Interventions) and Tier 3 (Intensive Intervention).--PA: Hearing & understanding the sounds; vocal languages are made up of sequences of sounds. Instruction in PA is teaching children to focus on & manipulate phonemes in spoken syllables & words. PI: Method of teaching reading stressing the acquisition of letter-sound correspondences & using in reading & spelling. PI focuses on teaching students how to use letter-sound relationships to read/spell words. PA becomes phonics instruction when students are taught to blend or segment the sounds in words using letters.--NICHHD (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office.
Rationale for Evidence-based Strategy:	The Visible Learning research synthesizes findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education. The evidence shows that phonics instruction has a direct impact on student success in reading. John Hattie emphasized that curriculum matters. In general, the research that Hattie reviewed revealed that the curriculum should be well-structured and systematically sequenced. At a more specific level, the research supported teaching: Phonics and phonemic awareness are high impact programs. Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes, and it is one of the best early predictors for reading success. Hattie, J.C (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. NY:Routledge.

Action Steps to Implement

Identify the intensity of instruction students require - Tier 1, Tier 2, Tier 3 through giving benchmark assessments and analyzing progress monitoring data and prior year data.

Person Responsible	Josh McGrew (mcgrewj@santarosa.k12.fl.us)

Utilize district approved, evidence based Intervention Programs for Tier 2 and Tier 3 Interventions and Progress Monitor through the MTSS process.

Person Responsible Josh McGrew (mcgrewj@santarosa.k12.fl.us)

AIS and ESSER Interventionists collaborate with classroom teachers and reading endorsed classroom teachers to develop intervention group schedules and provide interventions using district approved materials while progress monitoring and documenting the process/results regularly in students' PMPs.

Person Responsible Josh McGrew (mcgrewj@santarosa.k12.fl.us)

Ongoing Training and Support for instructional personnel for BEST ELA Standards, new HMH ELA curriculum, as well as Heggerty, LETRS, Into Reading, UDL and Differentiation Strategies, Mindplay, Lively Letters, SIPPS, 95% Group, Advanced Phonics Lesson Library, Phonics for Reading/Bridge the Gap, and Level Literacy Intervention.

Person Responsible Josh McGrew (mcgrewj@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on review of approximated preliminary school data, OBE 2021 Next Generation 5th Grade Science Achievement decreased by 18% as compared to 2019 data. 5th Grade Science Achievement (% proficient) 2021 = 66% which is an 18% decrease from 2019 = 84% *no 2020 data available - no state testing due to COVID pandemic
Measurable Outcome:	OBE plans to increase 2022 5th Grade Next Generation Science Achievement from 66% to 70%.
Monitoring:	Progress will be monitored by using 5th Grade Science FOCUS benchmark assessment data 2-3 times a year. Tier 1 Science instruction will be monitored through regular classroom observations. Additional STEAM enrichment and supplementation will occur through regular STEAM rotations.
Person responsible for monitoring outcome:	Josh McGrew (mcgrewj@santarosa.k12.fl.us)
Evidence-based Strategy:	STEAM education utilizes an inquiry-based, hands-on lab approach to learning and helps teach students to read, write, and think like scientists. Oriole Beach Elementary K-5 STEAM rotations engage students in learning experiences that connect them to science through real-world problems worth solving and combines conceptual understanding, procedural fluency, and application to help all K-5 students develop their science skills. Recent research shows that STEAM is a promising approach to positively impacting student achievement and teacher efficacy. In a 2016 study, researchers investigated the impact of STEAM lessons on physical science learning in grades 3 to 5 in high poverty elementary schools in an urban district. Findings indicated that students who received just nine hours of STEAM instruction made improvements in their science achievement (Brouillette, L., & Graham, N. J.). Cited Evidence: https://thelearningcounsel.com/article/florida%E2%80%99s-santa-rosa-county-district-schools-continue-expanding-steam-initiative https://artsintegration.com/what-is-steam-education-in-k-12-schools/ -- (Brouillette, L., & Graham, N. J.)
Rationale for Evidence-based Strategy:	STEAM education involves the four C's (communication, collaboration, critical thinking, and creativity) which is embedded in every lesson students encounter in STEAM rotations. This strategy will lead to improved proficiency in science understanding as will be demonstrated through an increase to 70% proficient in OBE's 2022 5th Grade Next Generation Science Achievement.

Action Steps to Implement

STEAM teacher will collaborate with classroom teachers and administrators to develop a regular schedule which meets once every 7 days with each class grades K-5 for the entirety of the school year.

Person Responsible	Josh McGrew (mcgrewj@santarosa.k12.fl.us)

STEAM teacher will collaborate with classroom and ESE teachers to design and implement STEAM lessons based on state standards and the four C's (communication, collaboration, critical thinking and creativity).

Person Responsible   Josh McGrew (mcgrewj@santarosa.k12.fl.us)

#3. Culture & Environment specifically relating to Community Involvement	
Area of Focus Description and Rationale:	Our school has been closed to nearly all in-person visitors due to COVID. The school data review shows decreases in Reading achievement especially in our 1st and 2nd grade STAR EL and Reading benchmark testing which both showed a decrease from test B to test C. Our visitors and volunteers, in non-COVID years provide essential informal intervention through sight word practice, reading with students, etc. which, among other things, negatively impacted our school data.
Measurable Outcome:	OBE plans to provide parent involvement activities centered on academics, open to all parents, either in-person or virtually at least 2 times per month in order to increase percentage proficient in our first and second grade students as measured by STAR EL and Reading tests A, B, and C.
Monitoring:	The progress of our goal of providing at least 2 family engagement activities will be monitored by through keeping track of the number and type of events on our school calendar that is published/posted on social media, our website, and is printed and sent home with every student. We will monitor the number of parents attending by sign-in sheets. This engagement of families should lead to increased achievement in our percentage proficient of our first and second grade students as measured by STAR EL and Reading tests A, B, and C.
Person responsible for monitoring outcome:	Josh McGrew (mcgrewj@santarosa.k12.fl.us)
Evidence-based Strategy:	Oriole Beach Elementary School will engage parents as partners in the education of their children. In non-COVID years this was accomplished by having a robust system of in-person volunteers. OBE accepts the challenge of creating at least 2 virtual or socially distanced meaningful academic events per month that will allow parents to be engaged as partners in their students education. This will positively impact achievement in reading as measured by benchmark assessments. As defined by Title 1, Part A, OBE will plan parent involvement that encourages the "participation of parents in regular, two-way and meaningful communications with school staff that involves the student, addresses learning and engages the family in school activities."
Rationale for Evidence-based Strategy:	Research tells us that students with engaged parents and families, are more likely to: Learn to read faster (Exhibit faster rates of literacy acquisition.) Have higher grades and test scores. Are promoted and take more challenging classes. Adapt better to school and have better attendance. Have better social skills and behavior. Graduate. Go on to community/technical college or university. Evidence cited: https://www.fldoe.org/schools/family-community/activities-programs/parental-involvement/

Action Steps to Implement

AIS, Classroom Teachers, Administrators, PTO, & SAC will collaborate to provide 2x monthly parent engagement learning activities which may include but are not limited to parent teacher conferences, grade level academic nights, informational sessions on social-emotional learning, safety, learning styles, in-person or virtual events to assist parents in understanding the BEST standards, child development, learning strategies, homework tips, etc.

| **Person Responsible** | Josh McGrew (mcgrewj@santarosa.k12.fl.us) |

Oriole Beach Elementary School will plan and put on calendar which they will publish/post on social media, website, and print and send home with every student in order to promote academic parent engagement activities.

| **Person Responsible** | Josh McGrew (mcgrewj@santarosa.k12.fl.us) |

Assess students using STAR Renaissance EL and Reading A, B, and C. Analyze results, especially grades 1 and 2 to determine if academic engagement with parents aided in the increase versus decrease between test B and C.

| **Person Responsible** | Josh McGrew (mcgrewj@santarosa.k12.fl.us) |

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Due to the low number of disciplinary incidents, no OBE discipline data was reported on SafeSchoolsforAlex.org. OBE will continue to monitor our number of in-school and out-of-school suspensions. We attribute the low number of disciplinary incidents to the outstanding positive culture and positive behavioral management systems in place in classrooms throughout OBE. Our teachers truly capture kids' hearts and they show an extraordinary amount of love and care for their students. They go the extra mile to educate and find the source of the action versus simply discipline when a child misbehaves.

OBE has two ESE self-contained behavior focused classrooms, two ESE self-contained social thinking classrooms, and three ESE self-contained CBSA classrooms on campus that we will monitor for restraints or other disciplinary incidents. All of our ESE self-contained teachers and educational staff personnel are (or soon will be) certified in Crisis Prevention Intervention (CPI) and CPR.

Our school is a Capturing Kids Hearts School (all employees have been or will be offered the opportunity to be trained) so we focus on creating and maintaining a positive school culture that is centered on building positive relationships with students and families.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Oriole Beach Elementary School was awarded a grant that allowed 54 teachers, staff, and administrators to be trained in the Flippen Group's model of Capturing Kids Hearts. Additional staff members who were not trained during the summer will attend this training when the training is offered again. We consider ourselves to be a "Capturing Kids' Hearts" School because we all do our best to create and nurture positive relationships using the tools and common language taught by this model.

In addition, we have a variety of supports and resources in place to support students including, but not limited to a check-in/check-out behavior intervention program, social skills groups, individual and group counseling, school counselor, guidance assistant, CDAC counselor, Trauma Informed Counselor, Military Family Life Counselor (MFLC), and access to a Mobile Response Team (MRT) in crisis situations.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Oriole Beach Elementary School's does an outstanding job engaging stakeholders. We build positive relationships with parents, families, students, school board members, business partners, and other community stakeholders to fulfill our school's mission and to support the needs of students by gathering input as partners in planning and implementing school initiatives. Frequent and high quality communication is sent out via FaceBook, newsletters, call-outs, texts, emails, etc. Families are informed and feel welcome at our school. Administrators and teachers encourage open dialogue regarding concerns, feedback, and planning for successful functions of the school. Our very active PTO and SAC provide formal opportunities for parents, along with business partners and community members to have input and be a part of the education of our students.

Our Title I Program includes initiatives to increase parent and family engagement in their child's education, provides training to parents in an effort to assist their children at home so that they can be successful at school. Our Title 1 program also provides funding for professional development and classroom materials to enable teachers to effectively meet the individual needs of their students and provide differentiated instruction.

Oriole Beach Elementary School teachers are the best of the best and have much to offer to new teachers entering the profession. We frequently partner with universities to offer placements for interns, practicum students, as well as student teachers. Local law enforcement and first responders are welcome on our campus for training activities, educational purposes with staff and students, as well as for planning/proactive

endeavors. We encourage the participation of all stakeholders in the decision making, events, and feedback about the school - from students, staff, parents/guardians, and community members -- each stakeholder has an important voice in the education of our community's youth.