

Broward County Public Schools

Orange Brook Elementary School



2021-22 Schoolwide Improvement Plan

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Orange Brook Elementary School

715 S 46TH AVE, Hollywood, FL 33021

[no web address on file]

Demographics

Principal: Devon O'neal

Start Date for this Principal: 9/27/2021

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (41%) 2017-18: C (51%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 is pending approval by the Broward County School Board.

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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Orange Brook Elementary School

715 S 46TH AVE, Hollywood, FL 33021

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">80%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">96%</p>

School Grades History

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

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Orange Brook is committed to provide a stimulating, interesting, diversified, and relevant curriculum designed to ensure that every child reaches their highest potential.

Provide the school's vision statement.

Orange Brook has a vision and a belief that all students can and will learn, and that education is the ultimate equalizer in today's growing and ever changing world. We are duty bound to provide our students with a quality education, and we will stop at nothing to attain that goal! Our vision includes providing every child a complete and comprehensive learning experience, grounded with foundational skills that will guide them beyond their elementary school years.

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
O'Neal, Devon	Principal	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES</p> <p>The School Principal shall effectively lead and manage through the items listed by category below.</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their

Name	Position Title	Job Duties and Responsibilities
		<p>parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Leaders</p> <p>Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
Ledesma, Suzett	Assistant Principal	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES</p> <p>The School Principal shall effectively lead and manage through the items listed by category below.</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <p>1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan.</p> <p>2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF).</p> <p>3. Achieve expected results on the school's student learning goals.</p> <p>4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and support a learning organization focused on school success.</p> <p>6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Structure and monitor a school learning environment that improves learning for a diverse student population.</p> <p>12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Implement and monitor procedures to ensure that rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p>

Name	Position Title	Job Duties and Responsibilities
<p>37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>		

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Coach, Mathematics shall:

- | | | |
|-----------------------------|--------------------------------|--|
| <p>Braynen,
Natasha</p> | <p>Instructional
Coach</p> | <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. serve on the school’s professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. participate in monthly content related professional learning. 5. participate successfully in ongoing professional learning to increase the individual’s skills and proficiency related to the job responsibilities. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. 7. develop and assist teachers in designing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 8. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting coaching activities and scheduled meetings. 9. assist teachers in effective integration of technology within daily instructional Coach, Mathematics 10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations. 11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 12. analyze data to inform high quality instruction leading to improved student achievement. 13. promote collegiality through collaborative work and reflective practices with teachers and administrators. 14. facilitate research-based professional learning through the school’s professional |
|-----------------------------|--------------------------------|--|

Name	Position Title	Job Duties and Responsibilities
		<p>learning communities.</p> <p>15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>16. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>18. ensure adherence to good safety procedures.</p> <p>19. follow federal and state laws, as well as School Board policies.</p> <p>20. perform other duties as assigned by the Supervisor(s).</p>
Rosales, Ingrid	Instructional Coach	<p>ESSENTIAL PERFORMANCE RESPONSIBILITIES:</p> <p>The Coach, Literacy shall:</p> <ol style="list-style-type: none"> 1. assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate Coach, Literacy research based professional learning through the school's professional learning communities. 5. model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. participate and engage in monthly content related professional learning and learning communities. 10. promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> 12. assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl. 14. participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. ensure adherence to good safety procedures. 18. follow federal and state laws, as well as School Board policies. 19. perform other duties as assigned by the principal or designee.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The ESE Specialist Field Coach shall perform the following duties as aligned with the needs of the school-based ESE Specialist for which they are assigned:

- 1. provide instructional support, technical assistance and ongoing staff development for school-based ESE Specialist on policies, procedures, curricula and /or program organization.
- 2. assist school-based ESE Specialist in reflecting on and analyzing their practice and reviewing data related to servicing students with disabilities.
- 3. support school-based ESE Specialist in implementing explicit, systemic, and rigorous practices through collaborative planning, modeling and conferencing.
- 4. build school-based ESE Specialist capacity for developing and implementing appropriate Individual Educational Plan (IEP) and programming for students with disabilities.
- 5. model innovative methodologies and effective practices to ensure proper programming and compliance with IEP and implementation.
- 6. support school-based ESE Specialist to effectively coordinate the development, implementation and evaluation of effective educational curriculum/services and/or programs which promote academic achievement for students with disabilities.
- 7. identify issues which need to be addressed on a district-wide basis and plan strategies to improve curricula, services and programs that support students with disabilities
- 8. provide support by use of modeling, coaching, facilitating, and other support strategies to enhance the learning environment for school-based ESE Specialists.
- 9. participate in district planning to ensure quality and consistency in the development and implementation of curriculum, services and programs.
- 10. work collaboratively in cross-functional teams and settings to provide direct/indirect support to school-based ESE Specialists.
- 11. prepare reports to document progress and effectiveness of services.
- 12. maintain records reflecting coaching activities and submit required follow-up documentation. ESE Specialist Field Coach

Coore-
Barrett,
Renee

Teacher,
ESE

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 14. participate in training programs to enhance the individual's skills and proficiency related to the job responsibilities. 15. review current developments, literature and technical sources of information related to job responsibilities. 16. ensure adherence to good safety procedures. 17. follow federal and state laws, as well as School Board policies. 18. perform other duties as assigned by the Director or designee.
Meltzer, Lisa	Other	<p>The Speech-Language Pathologist shall:</p> <ol style="list-style-type: none"> 1. use standardized screening tests and other methods to identify students with potential speech and language disorders. 2. develop an efficient referral procedure to respond to requests for services by teachers, parents and others. 3. select, administer and analyze diagnostic assessments to identify students with speech and language disorders. 4. comply with the State and District procedures to determine students eligible for speech and language therapy services. 5. participate in multidisciplinary teams and conferences for the benefit of students. 6. use diagnostic information as well as other educationally relevant information to develop an Individual Education Plan (IEP) and recommend speech and language therapy services. 7. provide an array of speech and language therapy services to students based on their individual needs 8. continuously evaluate the progress of students receiving speech and language therapy services. 9. recommend reevaluation procedures for students to determine the need for continued speech and language therapy services or dismissal. 10. select, use and maintain materials, equipment or supplies needed to provide a speech and language therapy program. 11. provide training to other school staff, parents and the community about the goals of the speech and language therapy program. 12. participate in continuing education to maintain professional skills. 13. collaborate with teachers and parents for the benefit of students. 14. communicate with outside agencies for the benefit of students. 15. direct the activities of speech-language assistants to implement specified program services. 16. keep accurate and current records on students. 17. cooperate with district, other administrators and support personnel for the benefit of students. 18. conform to all rules and regulations that may be prescribed by the state and the school board. 19. perform and promote all activities in compliance with equal employment and nondiscrimination policies of the School Board of Broward County. 20. participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments. 21. review current developments, literature and technical sources of information related to job responsibility. 22. ensure adherence to good safety procedures. 23. follow Federal and State laws, as well as School Board policies. 24. perform other duties as assigned by the principal or designee.

Name	Position Title	Job Duties and Responsibilities
Frazier, Lititia	Curriculum Resource Teacher	<p>The Instructional Specialist, Math shall:</p> <ol style="list-style-type: none"> 1. collaborate with school-based coaches, teachers, and administration to analyze and interpret data, use data for improvements and progress monitoring, and problem solving to inform high quality instruction leading to improved student achievement. 2. model innovative coaching and teaching methodologies and research-based, effective instructional practices. 3. assist coaches and teachers in making connections between state standards and the currently adopted instructional framework. 4. evaluate literacy curricular needs based on student and teacher data. <p>Instructional Specialist, Math</p> <ol style="list-style-type: none"> 5. assist coaches in designing formative assessments including providing guidance on conducting non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 6. maintain and submit required documentation, including but not limited to, coaching logs, data analysis for coach and teacher development and calendar reflecting support activities and scheduled meetings. 7. establish and maintain a trusting, confidential and non-evaluative relationship with coaches and teachers. 8. support coaches and teachers with literacy related curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 9. provide input in the development and implementation of the curricular and accountability goals associated with the School Improvement Plan (SIP). 10. promote collegiality through collaborative work and reflective practices with teachers, coaches, and administrators. 11. engage in and deliver monthly content related professional learning. 12. design, facilitate, and deliver research-based professional learning for coaches, school staff and administration. 13. participate in ongoing professional learning to enhance the individual's skills and proficiency related to the job responsibilities. 14. demonstrate high standards of honesty, integrity, flexibility and responsiveness. 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 16. review current developments, literature and technical sources of information related to job responsibilities. 17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.). 18. ensure adherence to good safety procedures. 19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s).

Demographic Information

Principal start date

Monday 9/27/2021, Devon O'Neal

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.*

13

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.*

32

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

658

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

7

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

4

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	31	72	84	86	87	96	0	0	0	0	0	0	0	456
Attendance below 90 percent	8	17	27	30	23	20	0	0	0	0	0	0	0	125
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	34	80	0	0	0	0	0	0	0	0	114
Level 1 on 2019 statewide FSA Math assessment	0	0	0	46	105	62	0	0	0	0	0	0	0	213
Number of students with a substantial reading deficiency	26	29	31	32	30	32	0	0	0	0	0	0	0	180

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	18	14	0	0	0	0	0	0	0	32

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	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/28/2021

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	88	103	102	119	122	100	0	0	0	0	0	0	0	634
Attendance below 90 percent	19	12	18	31	32	0	0	0	0	0	0	0	0	112
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	21	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	21	0	0	0	0	0	0	0	23

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	0	0	0	0	0	0	0	0	0	0

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	1	3	3	9	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	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	88	103	102	119	122	100	0	0	0	0	0	0	0	634
Attendance below 90 percent	19	12	18	31	32	0	0	0	0	0	0	0	0	112
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	3	3	9	0	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	21	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	21	0	0	0	0	0	0	0	23

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	2	7	33	12	20	0	0	0	0	0	0	0	74

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	1	3	3	9	0	0	0	0	0	0	0	0	16
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				39%	59%	57%	40%	56%	56%
ELA Learning Gains				47%	60%	58%	54%	57%	55%
ELA Lowest 25th Percentile				38%	54%	53%	51%	51%	48%
Math Achievement				56%	65%	63%	53%	62%	62%
Math Learning Gains				60%	66%	62%	68%	60%	59%
Math Lowest 25th Percentile				30%	53%	51%	55%	47%	47%
Science Achievement				17%	46%	53%	37%	49%	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	38%	60%	-22%	58%	-20%
Cohort Comparison						
04	2021					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-38%				
05	2021					
	2019	36%	59%	-23%	56%	-20%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	54%	65%	-11%	62%	-8%
Cohort Comparison						
04	2021					
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-54%				
05	2021					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	17%	49%	-32%	53%	-36%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool used for all grade levels K-5th was the iReady diagnostics for both English Language Arts and Math. Common Formative Assessments were used for Science.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41/33%	35/27%	65/49%
	Economically Disadvantaged	30/34%	24/27%	44/48%
	Students With Disabilities	41/40%	35/7%	65/14%
	English Language Learners	41/22%	35/24%	65/44%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/31%	20/15%	40/34%
	Economically Disadvantaged	27/30%	16/18%	30/36%
	Students With Disabilities	38/27%	20/14%	40/0%
	English Language Learners	38/30%	20/18%	40/32%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30/23%	34/25%	54/39%
	Economically Disadvantaged	19/24%	16/19%	29/37%
	Students With Disabilities	30/15%	34/15%	54/8%
	English Language Learners	30/9%	34/6%	54/19%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25/19%	25/18%	36/33%
	Economically Disadvantaged	13/16%	11/14%	19/27%
	Students With Disabilities	25/23%	25/46%	36/43%
	English Language Learners	25/12%	25/9%	36/18%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55/37%	70/45%	93/58%
	Economically Disadvantaged	38/41%	46/49%	59/62%
	Students With Disabilities	55/35%	70/24%	93/35%
	English Language Learners	55/16%	70/15%	93/28%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/7%	28/19%	45/34%
	Economically Disadvantaged	9/10%	15/17%	32/36%
	Students With Disabilities	11/0%	28/25%	45/16%
	English Language Learners	11/0%	28/12%	45/17%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33/27%	34/27%	41/35%
	Economically Disadvantaged	19/20%	21/22%	25/33%
	Students With Disabilities	33/6%	34/6%	41/7%
	English Language Learners	33/5%	34/15%	41/10%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/16%	24/20%	37/32%
	Economically Disadvantaged	12/13%	13/15%	0/0
	Students With Disabilities	19/0%	24/6%	37/21%
	English Language Learners	10/19%	24/0%	37/10%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22/20%	38/33%	48/41%
	Economically Disadvantaged	16/22%	26/34%	0/0
	Students With Disabilities	22/10%	38/13%	48/19%
	English Language Learners	22/6%	38/15%	48/21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/14%	31/28%	51/45%
	Economically Disadvantaged	13/18%	21/28%	0/0
	Students With Disabilities	15/5%	31/9%	51/15%
	English Language Learners	15/0%	31/20%	51/37%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	15/14%	22/20%	33/27%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	15/5%	22/10%	33/6%
	English Language Learners	15/0%	22/6%	33/5%
	Number/% Proficiency	Fall	Winter	Spring

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	21	32	20	15	14	9					
ELL	27	33	40	25	22	8	5				
BLK	37	45	55	26	37		24				
HSP	30	29		29	26	8	6				
WHT	36			36							
FRL	33	36	33	25	34	20	22				
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	11	17	21	28	40	31	5				
ELL	26	45	57	49	54	24	22				
BLK	39	45	30	58	61	32	13				
HSP	35	47	55	48	55	28	25				

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
WHT	50	53		75	73						
FRL	37	45	38	55	60	30	16				
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	13	29	27	20	53	42	18				
ELL	33	66	68	40	66	67	41				
BLK	38	46	39	51	65	46	22				
HSP	38	59	57	51	70	65	47				
WHT	52	76		65	67						
FRL	39	52	50	51	68	53	34				

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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	253
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
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	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The trends emerging across grade levels, subgroups and core content areas at Orange Brook Elementary School are:

ELA FSA data indicates a trend of decreasing proficiency among two grade levels, and a slight increase among one grade level as follows:

3rd grade decreased by 7 points; 4th grade decreased by 13 points; and 5th grade increased by 1 point.

Math FSA data indicates a trend of decreasing proficiency among all three grade level as follows: 3rd grade decreased by 37 points; 4th grade decreased by 43 points 5th grade decreased by 10 points.

Science increased by 3 points.

iReady data indicates the following proficiency percentages:

AP1-34% ELA & 22% Math; AP 2-35% ELA & 22% Math; AP3- 37% in Reading and Math

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

Based off of data components from progress monitoring and 2019 state assessments, Math demonstrates the greatest need for improvement.

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

The contributing factors for the significant decrease in Math scores was the Corona virus/COVID19. Students were unable to attend school, parents were unable to help (with this NEW Math), and students were oftentimes in quarantine once school reopened.

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

Based off of progress monitoring i-Ready data, Math showed the most improvement from Ap1-AP3. There was a 15 point increase, from 22 percentage points to 37 percentage points. Based off of the state assessments, Science showed the most improvement. Science went up 3 percentage points.

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

Contributing factors for this improvement were coaching support from the Math Coach and Math Resource teacher, daily use of Acaletics and Quik Piks, and the use of manipulatives (both physical and virtual). Another factor was the use of the Gradual Release Model in the classrooms. Teachers were given multiple resources, including a plan of action alongside the District's Plan of Action, including Guidance Docs, Scope and Sequence, and directions as to where to find resources from the district.

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

The strategies implemented in order to accelerate learning will include the following:

1. Leadership team, which includes Instructional Coaches, Resource Teachers, and ESSER teachers

will have daily pull-out groups for ELA and Math.

2. i-Ready implementation schoolwide grades K-5.
3. The use of iReady tools to differentiate learning
4. Daily use of Quik Piks
5. Extended Learning Opportunities (Academic camps) throughout the school year

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.

Professional Development opportunities that will be provided to support teachers and leaders include;

1. iReady training to teach how to analyze the data, which will help teachers plan their instruction.
2. Teachers and leaders will be participating in ongoing trainings for Benchmark Advance (the new reading series).
3. Teachers and leaders will be participating in ongoing Math Professional Development courses throughout the year.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond include:

1. The hiring of ESSER teachers for Reading and Math.
2. The implementation of academic camps for Spring Break, Winter Break, Thanksgiving Break, and after school.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: The rationale that explains how the ESSA subgroup Students with Disabilities was identified as a critical need is because this subgroup had fallen below the target goal of 41% on the FSA.

Measurable Outcome: The 2018-2019 FSA results for SWD indicated a critical need because students had fallen below the target goal of 41% on the FSA. By June 2022, 15% of our Students with Disabilities will become proficient in ELA.

Monitoring: The Area of Focus will be monitored through iReady diagnostics administered three times a year, and through EMPOWER Broward Common Formative Assessments.

Person responsible for monitoring outcome: Ingrid Rosales (ingrid.rosales@browardschools.com)

Evidence-based Strategy: The evidence-based strategies, programs, and Supplemental resources being implemented include: Benchmark Advance, Reading Horizons, UFLI virtual teaching hub, Core Literacy Resources such as K-5 Scholastic Bookroom, MHM Science and Social Studies Resources, and iReady.

Rationale for Evidence-based Strategy: These evidence-based strategies were selected in accordance with the K-12 Reading Comprehensive Plan and will help students acquire foundational reading skills necessary for academic success.

Action Steps to Implement

Implementation of Benchmark Advance to ensure effective Tier 1 instructional in order to meet the grade level demands of the standards.

Person Responsible Ingrid Rosales (ingrid.rosales@browardschools.com)

Implementation of iReady Resources for grades K-5 to differentiate instruction to meet students individualized needs.

Person Responsible Ingrid Rosales (ingrid.rosales@browardschools.com)

Pull-Out/Push-in reading groups to mitigate instructional gaps.

Person Responsible Suzett Ledesma (suzett.ledesma@browardschools.com)

Coaching and support for teachers and students through mentoring and extended learning opportunities.

Person Responsible Ingrid Rosales (ingrid.rosales@browardschools.com)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA data showed a significant decrease for the lowest quartile students in 3rd and 5th grade. Third grade ELA lowest quartile learning gains decrease for 77% to 40%. Fifth grade lowest quartile learning gains decreased from 44% to 31%. Overall the schools ELA lowest quartile decreased from 51% to 34%.

Measurable Outcome: With the combination of foundational skills in the primary grades, coaching and support, and the Push In model we hope to increase our learning gains with our lowest quartile students.

This area of focus will be monitored for the desired outcome through:
iObservation

Monitoring: walk-thrus
data chats
PLCs

Person responsible for monitoring outcome: Ingrid Rosales (ingrid.rosales@browardschools.com)

Evidence-based Strategy: The evidence strategies we will utilize are, Phonics Spelling and Word Study System, Fountas and Pinnell, Superkids Reading program, Coaching and support and the Push In Model, and tracking our lowest quartile using i-Ready and School City Assessment platforms.

Rationale for Evidence-based Strategy: We recognized that our students lack explicit Phonics instruction resulting in gaps across all grade levels, hence the usage of Phonics programs in the primary grades. Using real time data to drive and adjust our instruction will help us better meet the academic needs of our lowest quartile students.

Action Steps to Implement

1. Implementation of Phonics Spelling and Word Study System
2. i-Ready
3. Superkids
4. Push In Model and differentiated instruction for students
5. Coaching and support for teachers and students

Person Responsible Ingrid Rosales (ingrid.rosales@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

During the upcoming school year, we will monitor the area of unruly/disruptive behaviors. The school will continue to implement our STAR expectations throughout the year, by reminding students of these expectations and enforcing consequences if these expectations are not met. Students and teachers are aware of what these expectations are. Students will be reminded daily through morning announcements as well as afternoon announcements. Faculty and staff will monitor students when in hallways and the cafeteria, reminding students of the STAR expectations when necessary.

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.

Orange Brook Elementary will build positive relationships with parents, families, our community, and other stakeholders through parent nights that focus on specific academic content areas such as STEM nights, FSA Night, and ESE Nights for our students in grades prekindergarten through 5th.

We will host family nights at various community locations to foster the school-parent-community partnership, and by providing wrap-around services through our School counselor, community liaison, and school social worker.

We will also facilitate after school clubs and mentoring program to build positive relationships between our students, teachers, parents, and community stakeholders.

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

The Administration, Instructional Coaches, Resources Teachers, and the other members of the Leadership team will work together to promote a positive culture and environment at Orange Brook Elementary. The Instructional Coaches, Resource Teachers and ESSA teachers will host the academic nights on campus and/or at community locations, and Mrs. Braynen will continue to facilitate the K.I.N.G.S. & Q.U.E.E.N.S./K.N.I.G.H.T.S. & P.R.I.N.C.E.S.S.E.S. programs, the Safety Patrol and the Royal E.L.I.T.E. program.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$65,788.74
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$10,281.60	
<i>Notes: Reading Horizons- Purchased for grades K-3 for Tier 3 Instruction</i>						
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$10,015.08	
<i>Notes: SRA Reading Mastery Materials-Purchased for K-2 ASD classrooms to be used as intensive intervention.</i>						
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$9,472.86	
<i>Notes: Touch Math- Purchased for K-5 ASD classes for sensory development and intervention</i>						
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$976.80	
<i>Notes: Diagnostic Assessment of Reading (DAR)- Purchased for ESE Assessments and progress monitoring.</i>						
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$4,319.72	
<i>Notes: Scholastic News cross curricular magazines to supplement reading instruction.</i>						
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$4,021.00	
<i>Notes: ACP Direct- Purchase of headphones for students in grades K-5 for working on computer programs,</i>						
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$1,808.95	
<i>Notes: Educational Development Associates, Inc. Science Quik Piks: Purchase Instructional materials for students in 5th grade to be used as TIER 1 instruction for foundational skills. Vendor: ACALETICS</i>						
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$17,315.10	
<i>Notes: Educational Development Associates, Inc. ACALETICS: Purchase Instructional materials for students in grades 1-5, to be used as TIER 1 instruction to spiral math foundational skills. Vendor: ACALETICS</i>						
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$5,771.70	
<i>Notes: Educational Development Associates, Inc. ACALETICS Common Core Modeling: Purchase Instructional materials for students in grades 3-5, to be used as TIER 2 instruction to reteach in small group. Vendor: ACALETICS</i>						
5100	510-Supplies	0711 - Orange Brook Elementary School	Title, I Part A		\$1,805.93	
<i>Notes: Educational Development Associates, Inc. ACALETICS: Math Build Up. Purchase Instructional materials for students in grades 3-5, to be used as TIER 3 instruction for Intervention. Vendor: ACALETICS</i>						

2	III.A.	Areas of Focus: Instructional Practice: ELA				\$6,460.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	690-Computer Software	0711 - Orange Brook Elementary School	Title, I Part A		\$6,460.00
			<i>Notes: I-Ready Learning Teacher Toolbox- Purchased for Kinder - 5th grade to use as Tier 1, Tier 2, & Tier 3 instruction for reading and math.</i>			
					Total:	\$72,248.74