Santa Rosa County School District

Oriole Beach Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	33%
2021-22 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	2021-22: A (67%) 2018-19: A (73%) 2017-18: A (73%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 10/13/2022.

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.

Table of Contents

Oriole Beach Elementary School

1260 ORIOLE BEACH RD, Gulf Breeze, FL 32563

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

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	33%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

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.

OBE Mission
To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

OBE Vision
Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
McGrew, Josh	Principal	Elementary Principal Primary 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 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 • Manage and administer the overall instructional program at the assigned school. • Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. • Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. • Manage and administer the accreditation program for the assigned school. • Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. • Participate, as requested, in the development of District guides related to instruction and personnel. • Participate, as requested, in the development and adoption of the District's assessment program.

Name	Position Title	Job Duties and Responsibilities
		• Manage and administer the assessment program for the school.. • Manage and supervise the wise use of personnel resources. • Manage, supervise and evaluate personnel. • Manage the implementation and administration of negotiated employee contracts at the school level. • Manage and administer the development of long and short-range instructional and facility needs. • Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. • Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. • Coordinate facility and support service requirements with appropriate district offices. • Coordinate and supervise the transportation services at the assigned school. • Manage the discipline of students on buses, including statutory provisions for suspension. • Maintain a high visibility within all areas of the facility. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies. • Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. • Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. • Manage and supervise, through wise use, the financial resources of the school. • Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. • Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. • Manage and administer the preparation of financial reports for the school. • Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. • Manage and administer through statute and District guidelines, the school food service program. • Develop and maintain positive school/community relations and act as liaison between the two. • Be proactive in decisions relating to school and community well-being. • Use effective positive interpersonal communication skills. • Actively participate in the recruitment of business partnership to benefit the school community. • Assign and supervise special tasks to school personnel. • Assign to teachers such responsibility and authority for student control as deemed appropriate. • Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
Gill, Emily	School Counselor	Guidance Counselor, Elementary Primary Duties and Responsibilities (Essential Functions):

Name	Position Title	Job Duties and Responsibilities
		• Assist in the registration and placement of students • Provide classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students • Provide personal, social, behavioral, and/or academic counseling to identified individuals or small groups • Oversee the provision of career development activities for students • Administer initial screenings and coordinates the referral process for identification and placement of students with special needs • Provide appropriate consultation with parents on all issues related to student success • Provide 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 • Track attendance and develop appropriate truancy intervention plans • Assist with referrals to other service providers and outside agencies • Facilitate Integrated Services Team meetings • Develop 504 plans and health care plans as needed • Maintain access to current information regarding community resources • Organize community service projects • Coordinate district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff. • Provide or assists with student orientation • Evaluate the guidance program on a continuing basis • Consult with school personnel on issues regarding student discipline • Assist in the orientation of new faculty and staff members • Assist with parent/teacher conferences as requested • Oversee the proper maintenance of student records as required by applicable policies, regulations, and procedures • Attend and participate in faculty meetings • Accept responsibility for extra-curricular activities as assigned • Attend professional meetings and staff development activities • Maintain a valid Florida teacher's certificate • Provide own method of transportation to various locations when required • Perform other tasks and responsibilities as assigned by the principal
Mann, Jen	School Counselor	Guidance Counselor, Elementary Primary Duties and Responsibilities (Essential Functions): • Assist in the registration and placement of students • Provide classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students • Provide personal, social, behavioral, and/or academic counseling to identified individuals or small groups • Oversee the provision of career development activities for students • Administer initial screenings and coordinates the referral process for identification and placement of students with special needs • Provide appropriate consultation with parents on all issues related to student success

Name	Position Title	Job Duties and Responsibilities
		• Provide 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 • Track attendance and develop appropriate truancy intervention plans • Assist with referrals to other service providers and outside agencies • Facilitate Integrated Services Team meetings • Develop 504 plans and health care plans as needed • Maintain access to current information regarding community resources • Organize community service projects • Coordinate district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff. • Provide or assists with student orientation • Evaluate the guidance program on a continuing basis • Consult with school personnel on issues regarding student discipline • Assist in the orientation of new faculty and staff members • Assist with parent/teacher conferences as requested • Oversee the proper maintenance of student records as required by applicable policies, regulations, and procedures • Attend and participate in faculty meetings • Accept responsibility for extra-curricular activities as assigned • Attend professional meetings and staff development activities • Maintain a valid Florida teacher's certificate • Provide own method of transportation to various locations when required • Perform other tasks and responsibilities as assigned by the principal
Smith, Julie	Other	Elementary Teacher Duties and Responsibilities (Essential Functions): 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 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.

Name	Position Title	Job Duties and Responsibilities

• 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 direction.
• Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate

Name	Position Title	Job Duties and Responsibilities
		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.
Barron, Sheena	Other	Elementary Teacher Duties and Responsibilities (Essential Functions): 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 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

Name	Position Title	Job Duties and Responsibilities
		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 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.

Name	Position Title	Job Duties and Responsibilities
		• 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.
Garcia, Monica	Assistant Principal	Elementary 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 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

Name	Position Title	Job Duties and Responsibilities
		• 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

Demographic Information

Principal start date

Wednesday 4/1/2015, Josh Mcgrew

Number of teachers with a 2022 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 2022 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.*

14

Total number of teacher positions allocated to the school

65

Total number of students enrolled at the school

803

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

10

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	129	124	125	136	148	142	0	0	0	0	0	0	0	804
Attendance below 90 percent	6	16	9	12	11	13	0	0	0	0	0	0	0	67
One or more suspensions	0	2	1	3	2	2	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	2	1	0	1	0	0	0	0	0	0	0	4
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	11	22	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	2	9	15	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	1	1	0	4	0	0	0	0	0	0	0	6

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	1	2	4	2	0	0	0	0	0	0	0	13
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 8/23/2022

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	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	

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	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		

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%	65%	56%				79%	68%	57%
ELA Learning Gains	63%						69%	64%	58%
ELA Lowest 25th Percentile	46%						57%	56%	53%
Math Achievement	83%	45%	50%				81%	72%	63%
Math Learning Gains	75%						75%	67%	62%
Math Lowest 25th Percentile	58%						67%	52%	51%
Science Achievement	70%	68%	59%				84%	65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	71%	4%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	81%	66%	15%	58%	23%
Cohort Comparison		-75%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	84%	69%	15%	56%	28%
Cohort Comparison		-81%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	71%	4%	62%	13%
Cohort Comparison		0%				
04	2022					
	2019	82%	73%	9%	64%	18%
Cohort Comparison		-75%				
05	2022					
	2019	87%	71%	16%	60%	27%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	84%	65%	19%	53%	31%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	46	33	28	57	55	50	33				
ASN	58			73							
HSP	47	57		42	50		40				
MUL	85	65		91	76						
WHT	75	63	47	85	78	60	72				
FRL	63	50	48	69	64	53	51				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

Asian Students	
Federal Index - Asian Students	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 is consistently performing above the state and district averages, however the following negative trends emerged over the past several years: 5th grade Next Generation science proficiency has been much lower than previous years over the past four years. 4th grade FSA ELA proficiency has steadily declined over the past five years. OBE's overall FSA ELA proficiency for the Lowest 25th Percentile has steadily declined over the past four years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

OBE's three areas that demonstrate the greatest need for improvement are:

1. 5th grade Next Generation science proficiency has been much lower than previous years over the past four years from 84% proficient in 2019, (no data in 2020 due to COVID), to 65% in 2021, and most currently 69% in 2022.

2. 4th grade FSA ELA proficiency has steadily declined over the past five years from 87% proficient in 2018, to 81% in 2019, (no data in 2020 due to COVID), to 70% in 2021, and most currently 67% in 2022.

3. OBE's overall FSA ELA learning gains for the Lowest 25th Percentile has steadily declined over the past four years from 57% in 2019, (no data in 2020 due to COVID), to 52% in 2021, and most currently 46% in 2022.

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

Contributing factors include the fact that foundational reading skills education and science education/ STEAM did not occur as normal due to COVID (Remote Learning, COVID protocols, and attendance). In addition, in 2021-2022 OBE had eight self-contained ESE classrooms, four of which tested on general education standards. The data yielded from students generally negatively impacts achievement and learning gains scores due to the difficulties standardized testing presents to this sub-group at the school.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

OBE's overall ELA achievement and ELA Learning gains both improved from the prior year. Additionally, both areas are well above the District and State averages.

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

Contributing factors to OBE's ELA achievement and ELA Learning Gains include the fact that our teachers implemented quality Tier 1 and Tier 2 instruction. The MTSS Team collaborated to identify learning deficits and provide evidence-based interventions that were progress monitored and adjusted accordingly. New actions include doing more with less - due to less funding. Our school now has fewer interventionists than last year.

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

New strategies to address the need for improvement include ensuring our highly qualified teachers provide rigorous Tier 1 instruction and Tier 2 intervention. Our Reading Endorsed intervention teachers will provide research-based, high yield interventions to identified Tier 3 students. OBE will show renewed efforts for Tier 1 instruction, Tier 2 & 3 Intervention, and present a strong Literacy curriculum that is aligned with BEST standards. OBE will fine tune 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.

OBE will provide the following Professional Development opportunities:
*Ongoing Training and Support for Florida's BEST Standards for all instructional personnel.
*Ongoing Training and Support for Classroom Teachers, ESE INC Teachers, 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 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. Intervention teachers, and Reading Endorsed Classroom Teachers 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	5th grade Next Generation science proficiency on the Science State Assessment has been much lower than previous years over the past four years. Our data informs us that we went from 84% proficient in 2019, (no data in 2020 due to COVID), to 65% in 2021, and most currently 69% in 2022. A decrease of 15 percentage points in Science proficiency from 18-19 (84%) to 21-22 (69%) demonstrates this is a critical need at OBE.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase 2022-2023 5th grade Science State Assessment proficiency by 5 percentage points from 69% in 2021-2022 to 74% in 2022-2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	District designed common progress monitoring assessments will be provided to 5th grade students twice during the school year. The assessments from Progress Learning/USA Test Prep will provide 5th grade science data based on 5th grade science standards. In addition, this platform provides teachers the ability to design their own assessments throughout the school year. The platform also provides assignments based on 5th grade science standards and helps to guide instruction to meet the measurable outcome.
Person responsible for monitoring outcome:	Josh McGrew (mcgrewj@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Veteran teachers deliver PD on how to utilize deliberate practice, effort and strategies to activate students' prior knowledge in science. This will occur during 5th grade common planning on regular basis (frequency TBD, but minimum of 1 time a month).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Hattie High Effect Strategies: 1. Strategy to Integrate with Prior Knowledge - review/re-teach 3rd-4th grade science standards 2. Deliberate practice - know standards, use manipulatives 3. Effort - go extra mile in preparation/planning

Visible Learning 250+ Influences on Student Achievement: https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf |

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Test 5th grade students during beginning of year testing window using Progress Learning/USA Test Prep to obtain baseline data.

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

Meet with 5th grade team and STEAM teacher to analyze data and use Progress Learning/USA Test Prep instructional modules to assist in planning/targeting deficit areas.

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

Provide common planning time for 5th grade team and STEAM teacher to plan science lessons which target deficit areas.

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

Meet with 5th grade team and STEAM teacher to analyze data mid-year data and use Progress Learning/ USA Test Prep instructional modules to assist in planning/targeting deficit areas.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	4th grade FSA ELA proficiency has steadily declined over the past five years. Scores went from from 87% proficient in 2018, to 81% in 2019, (no data in 2020 due to COVID), to 70% in 2021, and most currently 67% in 2022. This 20% points decrease indicates this is a critical need area for OBE.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase overall 2022-2023 5th grade (cohort from 4th grade where data was collected) ELA State Assessment proficiency by 5 percentage points from 67% in 2021-2022 to 72% in 2022-2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Cambium FAST Assessment scores will be used as the progress monitoring tool for determining if students are progressing in standards-based content; and will be used to adjust instruction accordingly to meet the measurable outcome the school plans to achieve.
Person responsible for monitoring outcome:	Josh McGrew (mcgrewj@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers & interventionists will provide quality foundational reading skills with a specific focus on the delivery of the evidence-based strategy of Phonics Instruction (PI) & Phonemic Awareness (PA)-- PI & PA instruction in Tier 1 (UDL Strategies & Differentiated Instruction), Tier 2 (HMH Interventions) and Tier 3 (Intensive Intervention). Instruction in PA is teaching children to focus on & manipulate phonemes in spoken syllables & words. 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

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	its implications for reading instruction (NIH Publication No. 00-4769). Washington, DC: U.S. Government Printing Office. Phonics Instruction (PI) & Phonemic Awareness (PA)--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. Visible Learning 250+ Influences on Student Achievement: https://visible-learning.org/wp-content/uploads/2018/03/VLPLUS-252-Influences-Hattie-ranking-DEC-2017.pdf

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Test 5th grade students during beginning of year testing window using FAST assessment to get baseline data.

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

Meet with 5th grade team and Intervention teacher to analyze data and use results from FAST to assist in planning/targeting deficit areas.

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

Provide common planning time for 5th grade team and Intervention teacher to plan ELA lessons which target deficit areas and admin conducts formal/informal observations to monitor the effectiveness of instruction.

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

Implement and maintain a helpful, open and caring MTSS process in which the team meets monthly or on an as-needed basis to assist with creating and implementing Progress Monitoring Plans for struggling readers.

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

#3. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	OBE's overall FSA ELA learning gains for the Lowest 25th Percentile has steadily declined over the past four years from 57% in 2019, (no data in 2020 due to COVID), to 52% in 2021, and most currently 46% in 2022. This 11% point decrease indicates that this is an area of critical need. In addition, students with disabilities ELA proficiency remains low: 40% in 2019, 38% in 2021 and 46% in 2022.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Increase 2022-2023 overall ELA proficiency for the Lowest 25th Percentile. This group includes many students with disabilities. Our goal is to increase ELA proficiency for SWD by 5% (51%) points based on the 2022 results of 46% from as compared to end of year ELA FAST Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitor SWD on ELA benchmark testing including FAST and STAR.
Person responsible for monitoring outcome:	Monica Garcia (garciam@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Phonics instruction and repeated reading programs in a small group setting for Tier 2 and Tier 3 intervention, including our Tier 2 and Tier 3 SWD.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	According to 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 -- Phonics instruction has a 0.70 effect size and Repeated reading programs 0.75 effect size. OBE chose these strategies because the effect sizes lead us to believe there is potential to considerably accelerate student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Test students during beginning of year testing window using FAST and STAR assessment to get baseline data.

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

Teachers, interventionists, and administrators work together to analyze data and identify lowest quartile and students with disabilities.

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

Teachers, interventionists, and administrators collaborate to identify the intensity of instruction students require - Tier 1, Tier 2, Tier 3.

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

Interventionists collaborate with classroom teachers and reading endorsed classroom teachers to develop intervention group schedules and provide phonics/repeated reading instruction/ interventions in a small group 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)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Oriole Beach Elementary School was awarded a one-time grant in 2019-2020 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 initial sessions continue to attend this training when the training is offered around the district. The school and/or the district pays for the additional trainings. 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 positive 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 school culture and environment.

Oriole Beach Elementary School 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.

Oriole Beach Elementary School teachers and staff 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.