Orange Brook Elementary School

2022-23 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: 9/27/2022

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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: C (41%) 2017-18: C (51%)
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	ATSI
* 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

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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	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

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

School Board Approval

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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
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
O'Neal, Devon	Principal	ESSENTIAL PERFORMANCE RESPONSIBILITIES The School Principal shall effectively lead and manage through the items listed by category below. INSTRUCTIONAL LEADERSHIP: 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
		parents are protected.

ORGANIZATIONAL LEADERSHIP:

14. Employ and monitor transparent decision-making processes that are based on a vision,
mission, and improvement priorities using facts and data.

15. Utilize processes to empower others and distribute leadership when appropriate.

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.

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.

18. Employ an improvement cycle for operational problems that analyzes results,
identifies root causes and takes corrective action.

19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

20. Comply with district procedures to manage and safeguard district assets, equipment,
inventory, property leasing, and rental of School Board property.

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.

22. Maintain high visibility at school and in the community.

23. Cultivate, support, and develop others within the school.

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.

25. Provide recognition and celebration for student, staff, and school accomplishments.

26. Establish open lines of communication and processes to determine stakeholder needs,
level of satisfaction, and respond to/resolve valid stakeholder concerns.

27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.

28. Interact with government and service agencies relative to student welfare.

School Principal

PROFESSIONAL AND ETHICAL LEADERSHIP:

29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the
Principles of Professional Practice.

30. Demonstrate effective or above performance on the Florida School

Name	Position Title	Job Duties and Responsibilities
		Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 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. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 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.
Ledesma, Suzett	Assistant Principal	ESSENTIAL PERFORMANCE RESPONSIBILITIES The School Principal shall effectively lead and manage through the items listed by category below. INSTRUCTIONAL LEADERSHIP: 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

Name	Position Title	Job Duties and Responsibilities
		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 parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 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. 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. 18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.

Name	Position Title	Job Duties and Responsibilities
		20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 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. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 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. 35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures.

Name	Position Title	Job Duties and Responsibilities
		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.
Braynen, Natasha	Math Coach	ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Coach, Mathematics shall: 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
		learning communities. 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).
Rosales, Ingrid	Instructional Coach	ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Coach, Literacy shall: 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
		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.
Meltzer, Lisa	Teacher, ESE	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 13. perform and promote all activities in compliance with equal employment

Name	Position Title	Job Duties and Responsibilities
		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.
Frazier, Lititia	Curriculum Resource Teacher	The Instructional Specialist, Math shall: 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. Instructional Specialist, Math 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

Name	Position Title	Job Duties and Responsibilities
		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

Tuesday 9/27/2022, Devon O'neal

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.*

5

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.*

8

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

690

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

4

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

4

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	100	111	111	113	107	114	0	0	0	0	0	0	0	656
Attendance below 90 percent	47	36	40	43	34	45	0	0	0	0	0	0	0	245
One or more suspensions	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	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	39	40	39	0	0	0	0	0	0	0	118
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	41	45	0	0	0	0	0	0	0	114
Number of students with a substantial reading deficiency	2	1	3	9	13	6	0	0	0	0	0	0	0	34

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	4	0	0	40	44	48	0	0	0	0	0	0	0	136

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	0	0	33	0	0	0	0	0	0	0	0	0	35
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

Thursday 9/1/2022

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	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	

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	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	

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	35%	58%	56%				39%	59%	57%
ELA Learning Gains	59%						47%	60%	58%
ELA Lowest 25th Percentile	49%						38%	54%	53%
Math Achievement	41%	54%	50%				56%	65%	63%
Math Learning Gains	75%						60%	66%	62%
Math Lowest 25th Percentile	72%						30%	53%	51%
Science Achievement	20%	59%	59%				17%	46%	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	38%	60%	-22%	58%	-20%
Cohort Comparison		0%				
04	2022					
	2019	40%	62%	-22%	58%	-18%
Cohort Comparison		-38%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	36%	59%	-23%	56%	-20%
Cohort Comparison		-40%				

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	54%	65%	-11%	62%	-8%
Cohort Comparison		0%				
04	2022					
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-54%				
05	2022					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	17%	49%	-32%	53%	-36%
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	18	57	64	19	60	50	14				
ELL	34	61	45	48	83	82	23				
BLK	33	56	52	36	73	70	17				
HSP	38	64	50	46	81	81	23				
WHT	42	58		53	58						
FRL	35	59	50	40	76	74	20				

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				
WHT	50	53		75	73						
FRL	37	45	38	55	60	30	16				

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)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO

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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	55
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	53
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	52
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?

The trends emerging across grade levels, subgroups, and core content areas at Orange Brook
Elementary School are as follows:
ELA FSA data indicates increasing proficiency among third and fourth grade and a slight decrease in fifth
grade as follows:
3rd grade went from 33% to 35% proficiency
4th grade went from 29% to 36% proficiency
5th grade went from 39% to 37% proficiency
ELA Math data indicates increasing proficiency among third and fourth grade and a slight decrease in
fifth grade as follows:
3rd grade went from 20% to 48% proficiency
4th grade went from 21% to 43% proficiency
5th grade went from 40% to 37% proficiency
Lowest quartile learning gains in ELA increased from 39% to 49%.
In Math the Lowest quartile learning gains were 17% to 72%

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

Based off of data components from progress monitoring and 2022 state assessments ELA 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 factors that contributed to a smaller increase in ELA proficiency include the fact that students are
still recovering lost academic gains due to the inconsistencies related to time away from an environment
conducive to learning during the last two years due to the impact of COVID-19/Corona Virus.

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

Based off of progress monitoring and 2022 state assessments Math showed the most improvement.
Math learning gains increased by 38 percentage points. ELA learning gains increased by 19 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 and Literacy Coaches, Math and Reading Resource teachers, and ESSIR teachers. Other contributing factors were Daily use of Math Quik Piks, Acaletics, the use of manipulatives (both physical and virtual), ELA implementation of Benchmark Advance, and differentiated small group reading instruction. Another factor was the use of the Gradual Release Model in the classrooms for both math and ELA. Teachers were given multiple resources including a plan of action, which included Guidance documents, Scope and Sequences, and directions as to where to find District resources.

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

The strategies that need to be implemented in order to accelerate learning include:
1. Leadership Team, which includes instructional coaches, resource teachers, and an ESSIR teacher will provide added support for added ELA and Math pull-out groups
2. Daily use of Quik Piks and Acaletics
3. SuccessMaker Pathways program for progress monitoring
3. Mandatory Schoolwide Intervention/Enrichment block
4. Reading Horizons Discovery (K-3) and ELLEVATE (4th -5th) implementation to target foundational skills

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 at the school to support teachers and leaders include:
1. Teachers and leaders will be participating in ongoing trainings for the new enVision math series.
2. Teachers and leaders will be participating in ongoing ELA professional development throughout the school year.
3. Teachers and leaders will be learning to analyzing data for the new FAST state assessments to better drive instruction.

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 retaining of one ESSIR teacher for Reading and Math.
2. The implementation of ELO academic camps.
3. Resource teachers will service service students and support teachers.

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The rationale that explains how the ESSA subgroup Students With Disabilities was identified as a critical need is that this subgroup has fallen below the target goal of 41% on FSA. The 2021-2022 FSA results for SWD indicated a critical need because students had fallen below the Target goal of 41% on the FSA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, our Students With Disabilities will demonstrate a 5 percentage point increase. Our goal is to rise at/or above the required 41%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This Area of Focus will be monitored through Benchmark Advance Unit Assessments, and through enVision Topic Assessments and the SuccessMaker Pathways administered 3 times a year in Math, as well as the FAST state progress monitoring administered three times a year.
Person responsible for monitoring outcome:	Suzett Ledesma (suzett.ledesma@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategies, programs, and Supplemental Resources being implemented include: Benchmark Advance, Reading Horizons, Scholastic Bookroom, MHM Science and Social Studies Resources, enVision Math Program, and SuccessMaker Pathways.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	These evidence-based strategies were selected to help students acquire foundational reading and math skills necessary for academic success across all content areas.

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.

Implementation of Benchmark Advance to ensure effective Tier 1 instruction in order to meet the demands of the grade level standards. Implementation of Reading Horizons and other supplemental materials for Tier 2 and Tier 3 instruction.

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

Implementation of enVision Mathematics to ensure effective Tier 1 instruction in order to meet the demands of the grade level standards. Implementation of SuccessMaker Pathways and other supplemental materials for Tier 2 and Tier 3 instruction.

Person Responsible	Natasha Braynen (natasha.braynen@browardschools.com)

Pull-Out academic support groups to mitigate instructional gaps using Resource teachers to service students and support teachers.

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

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

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Our area of focus for grade K-2 is phonics. The area of focus was identified through the RtI Progress Monitoring, various classroom assessment results, and daily teacher observation.
In Kindergarten, 53% of the students were not on track to score the criteria of a Level C as measured by the Oral Reading Records (ORR).
In 1st grade 65% of the students were not on track to score above 55% on the End of Year District reading test.
In 2nd grade 55% of the students were not on track to score above 65% on the End of Year District reading test.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our areas of focus for grade 3-5 are foundational skills (phonics and words analysis) and comprehension. The areas of focus were identified through the RtI Progress Monitoring, various classroom assessment results, and daily teacher observation.
In grade 3, 65% of the students scored below a level 3 on the 2022 statewide, standardized ELA assessment.
In grade 4, 64% of the students scored below a level 3 on the 2022 statewide, standardized ELA assessment.
In grade 5, 63% of the students scored below a level 3 on the 2022 statewide, standardized ELA assessment.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

According to FAST PM 1:
14.6% of kindergarten students are proficient.
40.2% of 1st grade students are proficient.
30% of 2nd grade students are proficient.
By June 2023, 35% of kindergarten students will be proficient as measured by the FAST PM3.
By June 2023, 60% of 1st grade students will be proficient as measured by the FAST PM3.
By June 2023, 52% of 2nd grade students will be proficient as measured by the FAST PM3.

Grades 3-5: Measureable Outcome(s)

According to FAST PM 1:
92% of 3rd grade students scored below Level 3.
89% of 4th grade students scored below Level 3.
79% of 5th grade students scored below Level 3.
By June 2023, 35% of 3rd grade students will score at or above a Level 3 on the FAST PM3.
By June 2023, 40% of 4th grade students will score at or above a Level 3 on the FAST PM3.
By June 2023, 55% of 5th grade students will score at or above a Level 3 on the FAST PM3.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Orange Brook Elementary School will monitor student progress in the Areas of Focus through Benchmark Advance Unit Assessments, RtI Progress Monitoring tools, formative classroom assessments, and informal teacher observations. The Leadership Team will monitor progress through classroom walkthroughs and data chats. The Leadership Team will meet weekly to ensure teachers are on track to meet our desired outcome.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Ledesma, Suzett, suzett.ledesma@browardschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Orange Brook Elementary uses the Benchmark Advance Program, which is state adopted, aligned to the B.E.S.T. Standards and the district's K-12 Comprehensive Reading Plan for Tier 1 Instruction as well as Tier 2 and Tier 3 Interventions.
Orange Brook Elementary uses Reading Horizons Discovery (K-2nd) and Elevate (4th - 5th) for Tier 2 and Tier 3 Interventions to meet individual student needs in the areas of phonemic awareness, phonics, and sight words. Although Reading Horizons is not an evidence-based program, it is aligned to the district's K-12 Comprehensive Reading Plan and has IES Practice Guide Recommendations that support the program.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The Benchmark Advance Program is our state adopted program. Reading Horizons is a multisensory and systematic instructional program that addresses foundational skills related to the lower strands of the the Scarborough's Reading Rope and aligns with the best practices of the science of reading. By strengthening essential foundational skills and language comprehension acquisition, our students will become better readers.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Classroom Walkthroughs- There will be weekly scheduled classroom walkthroughs with Administration and the Leadership Team to ensure programs are implemented with fidelity.	O'Neal, Devon, devon.oneal@browardschools.com
PLC's- PLCs will happen bi-weekly for all grade levels to monitor ongoing student progress, specifically the identified Area of Focus (phonics, foundational skills, and comprehension). Teacher BEST practices will also be shared during PLCs with adjustments being made based on the most current student data.	O'Neal, Devon, devon.oneal@browardschools.com

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.

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, FAST Nights, 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 programs to build positive relationships between our students, teachers, parents, and community stakeholders.

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

The Administration, Instructional Coaches, Resource 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 ESSIR teacher 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, Royal Dance Team, and the Royal E.L.I.T.E. program.