Orange Brook Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Orange Brook Elementary School

715 S 46TH AVE, Hollywood, FL 33021

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.:

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).

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team, teachers and school staff, parents, families, community leaders, and business partners are invited to participate in the development of the Orange Brook Elementary SIP by becoming a part of the School Advisory Committee (SAC). The SAC meets monthly to discuss the SIP. Stakeholder input is encouraged and used in the development process.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored by the school Leadership team where data is constantly being monitored and discussed. Data chats are held between administration and teachers to discuss the progression or regression of student achievement in an effort to close the achievement gap. This information is taken back to the SAC to keep all stakeholders informed and involved in our continuous improvement.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	47	38	38	32	32	27	0	0	0	214
One or more suspensions	1	1	0	0	3	3	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	34	30	40	47	32	41	0	0	0	224
Level 1 on statewide Math assessment	0	25	41	40	41	34	0	0	0	181
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	15	55	73	39	35	0	0	0	222

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	22	28	55	56	48	43	0	0	0	252

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	3	1	23	2	2	0	0	0	33
Students retained two or more times	0	1	1	1	0	1	0	0	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	47	36	40	43	34	45	0	0	0	245
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	39	40	39	0	0	0	118
Level 1 on statewide Math assessment	0	0	0	28	41	45	0	0	0	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	1	3	9	13	6	0	0	0	34

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	0	0	40	44	48	0	0	0	136

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	33	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	47	36	40	43	34	45	0	0	0	245
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	39	40	39	0	0	0	118
Level 1 on statewide Math assessment	0	0	0	28	41	45	0	0	0	114
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	1	3	9	13	6	0	0	0	34

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	4	0	0	40	44	48	0	0	0	136

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	33	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	37	56	53	35	58	56	35		
ELA Learning Gains				59			40		
ELA Lowest 25th Percentile				49			39		
Math Achievement*	45	62	59	41	54	50	28		
Math Learning Gains				75			37		
Math Lowest 25th Percentile				72			17		
Science Achievement*	17	48	54	20	59	59	21		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	66	59	59	59			36		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	203
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	410
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	4	1
ELL	42			
AMI				
ASN				
BLK	32	Yes	1	
HSP	45			
MUL				
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	54			
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	3	
ELL	54			
AMI				
ASN				
BLK	48			
HSP	55			
MUL				
PAC				
WHT	53			
FRL	52			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	37			45			17					66
SWD	16			16			7				5	27
ELL	37			44			13				5	66
AMI												
ASN												
BLK	32			40			9				5	45
HSP	42			45			27				5	67

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT	47			74			40				3	
FRL	36			42			16				5	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	35	59	49	41	75	72	20					59
SWD	18	57	64	19	60	50	14					
ELL	34	61	45	48	83	82	23					59
AMI												
ASN												
BLK	33	56	52	36	73	70	17					
HSP	38	64	50	46	81	81	23					58
MUL												
PAC												
WHT	42	58		53	58							
FRL	35	59	50	40	76	74	20					61

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	35	40	39	28	37	17	21					36
SWD	21	32	20	15	14	9	0					
ELL	27	33	40	25	22	8	5					36
AMI												
ASN												
BLK	37	45	55	26	37		24					40
HSP	30	29		29	26	8	6					36
MUL												
PAC												
WHT	36			36								

2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	33	36	33	25	34	20	22					38

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
<u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	56%	-16%	54%	-14%
04	2023 - Spring	39%	61%	-22%	58%	-19%
03	2023 - Spring	35%	53%	-18%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	62%	-13%	59%	-10%
04	2023 - Spring	39%	65%	-26%	61%	-22%
05	2023 - Spring	43%	58%	-15%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	17%	46%	-29%	51%	-34%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was in FAST ELA, with third grade showing the least proficiency at 36%. The contributing factor to last year's low performance is the fact that while in second grade, more than 50% of these students were not on track for proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When comparing our 2022 FSA data to our 2023 FAST data, 4th grade math showed a decline of 4 percentage points in math proficiency. The factors that contributed to this decline include students lacking fluency skills as well as taking the assessment on the computer.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component with the greatest gap as compared to the state average is 4th grade Math. The factors that contributed to this decline include students lacking fluency skills as well as taking the assessment on the computer.

Which data component showed the most improvement? What new actions did your school take in this area?

Based of the progress monitoring and 2023 state assessments Math showed the most improvement. Math learning gains increased by 3 percentage points. Orange Brook taught from the new Savvas enVIsion Math series with fidelity, by following the Scope and Sequence and Instructional Focus calendar provided by the district. We incorporated smaller academic group instruction for students, and we utilized the Broward County Elementary Math Department's Instructional Specialists to come train our teachers in whole and small group instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern from the EWS are the number of Level 1s from the statewide ELA Assessment and the number of students absent 10% or more days from school.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement are as follows:
1. Closing academic achievement gaps in ELA and Math.
2. Increase the number of proficient students across the grade levels in both ELA and Math.
3. Increase the number of students scoring a Level 3 or greater on the FCAT Science 2.0 Assessment.
4. Reduce the number of students absent 10% or days throughout the school year.
5. Continue the implementation of ELO camps.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 50%. Students With Disabilities scored 40% proficiency on the 2022-2023 FAST Assessment.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, SWD will increase from a 40% to 45% proficiency as indicated on the FAST ELA assessment.

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, iReady, and the FAST state progress monitoring administered 3 times a year.
We will also discuss data during PLCs, weekly team meetings, and during our weekly Leadership meetings.

Person responsible for monitoring outcome:

Suzett Ledesma (suzett.ledesma@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus includes the staff participating in micro-credentialing for the Science of Reading (SOR).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this specific strategy is to help our staff apply the Science of Reading which will help teachers better understand how to meet the students' needs in reading, as well as follow the comprehensive evidence-based reading plan which will result in increased student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

A select group of teachers will attend micro-credentialing SOR train the trainer Professional Development.

Person Responsible: Devon O'Neal (devon.oneal@browardschools.com)

By When: The 1st class of SOR Train the Trainer PD will be completed by mid-October 2023.

Our teachers will participate in the first of three SOR courses facilitated by our trained staff.

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

By When: The 1st teacher Professional Development will be completed on October 24, 2023.

Our teachers will participate in the second of three SOR courses facilitated by our trained staff.

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

By When: The 2nd teacher Professional Development will be completed on January 22, 2024.

Our teachers will participate in the last of three SOR courses facilitated by our trained staff.

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

By When: The last teacher Professional Development will be completed on March 22, 2024.

We will monitor and track ongoing student progress through our Orange Brook Data Warehouse spreadsheet on SharePoint. Data will be analyzed weekly during team meetings, PLCs, and Leadership meetings.

Person Responsible: Devon O'Neal (devon.oneal@browardschools.com)

By When: Ongoing throughout the school year.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The Early Warning System indicator for Absent 10% or more days was selected because attendance is a major factor in academic achievement and success. If a student is not in class, that student is not learning; thus academic achievement is low.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By June 2024, the number of students that are absent 10% or more days will decrease by 50% or more. The number of students that are absent will decrease from 214 to 107 or less.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored for the desired outcome by communicating with the school registrar on a weekly basis to monitor the number of absences.

Person responsible for monitoring outcome:

Natasha Braynen (natasha.braynen@browardschools.com)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The interventions being implemented for this Area of Focus include implementing Perfect Attendance Awards, Shout outs on the morning announcements, positive notes and phone calls to students who are making an effort to improve their attendance, and pizza parties and ice cream socials for students with perfect attendance. Making students feel safe with the presence of Administration and the Leadership Team in the hallways every morning and throughout the day.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is that setting a positive mindset and culture for students and making them feel safe will encourage them to want to attend school daily.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Encourage teachers to communicate with parents when a pattern of absences is noticed.

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

By When: This will happen throughout the school year when necessary.

Consult with the school's Social Worker when absences become excessive.

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

By When: This will happen throughout the school year when necessary.

Recognize students with improved attendance and perfect attendance through various means.

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

By When: This will happen throughout the school year when necessary.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on needs is to discuss as a leadership team and then take it to our School Advisory Council (SAC) meeting for a vote.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

As we work toward applying the Science of Reading to drive instruction, our area of focus for grades K-2 is decoding (decoding and sight word recognition) to build necessary foundational skills. The area of focus was identified through FAST Assessments, RtI Progress Monitoring, classroom assessment results, and teacher observation.
67% of kindergarten students scored below the 40th percentile on the 2022-2023 FAST PM 3 and are not on track to be on grade level.
41% of first grade students scored below the 40th percentile on the 2022-2023 FAST PM 3 and are not on track to be on grade level.
56% of second grade students scored below the 40th percentile on the 2022-2023 FAST PM 3 and are not on track to be on grade level.

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

As we work toward applying the Science of Reading to drive instruction, our area of focus for grades 3-5 is to build Language Comprehension and Decoding skills with the end goal being to build Reading Comprehension. The area of focus was identified through FAST PM 3, RtI Progress Monitoring, classroom assessment results, and teacher observation.

62% of third grade students scored below a Level 3 on 2022-2023 FAST PM 3. and are not on track to be on grade level.

64% of fourth grade students scored below a Level 3 on 2022-2023 FAST PM 3. and are not on track to be on grade level.

61% of fifth grade students scored below a Level 3 on 2022-2023 FAST PM 3. and are not on track to be on grade level.

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 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 Measurable Outcomes

According to the 2022-23 FAST PM 3:

33% of kindergarteners scored at/above the 40th percentile, and are on track to pass the ELA statewide assessment.

59% of first graders scored at/above the 40th percentile, and are on track to pass the ELA statewide assessment.

44% of second graders scored at/above the 40th percentile, and are on track to pass the ELA statewide assessment.

By June 2024, 40% of kindergarten students will be on grade level as measured by the FAST PM 3
By June 2024, 64% of first grade students will be proficient as measured by the FAST PM3.
By June 2024, 50% of current second grade students will be proficient as measured by the FAST PM3.
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Grades 3-5 Measurable Outcomes

According to the 2022-23 FAST PM 3:

38% of third graders scored at/above a level 3, and are on track to pass the ELA statewide assessment.

36% of fourth graders scored at/above a level 3, and are on track to pass the ELA statewide assessment.

39% of fifth graders scored at/above a level 3, and are on track to pass the ELA statewide assessment.

By June 2024, 44% of 3rd grade students will score at/above a Level 3 on the FAST PM3.
By June 2024, 42% of 4th grade students will score at/above a Level 3 on the FAST PM3.
By June 2024, 45% of 5th grade students will score at/above a Level 3 on the FAST PM3.

Monitoring

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 impact student achievement outcomes.

Orange Brook Elementary School will monitor student progress in the Areas of Focus through Benchmark Advance Unit Assessments, iReady, FAST Assessment results, 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

Description:
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 Evidenced-Based 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 Decoding (Word Recognition). We also use Benchmark Advance for Tier 2 and Tier 3 instruction in the areas of Language Comprehension.

Rationale:
Explain the rationale for selecting 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 evidence-based 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 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
Literacy Leadership and Coaching - There will be weekly scheduled classroom walkthroughs by Administration and the Leadership Team to ensure programs are implemented with fidelity. Follow ups will occur after each classroom walkthrough to discuss any noticings and wonderings.	O'Neal, Devon, devon.oneal@browardschools.com
Professional Learning - Staff will participate in district Science of Reading Micro-credentialing Professional Development courses to better prepare them to meet students' academic needs.	O'Neal, Devon, devon.oneal@browardschools.com
Assessment - Administration and the Leadership team will monitor the results of The Benchmark Advance Unit Assessments that are administered every 16th day of instruction. FAST and iReady results will also be used for data chats and to drive instruction.	Rosales, Ingrid, ingrid.rosales@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The methods of dissemination of this SIP, UniSIG budget and SWP to stakeholders used by Orange Brook Elementary include during School Advisory Council (SAC) meetings, FAST Night, and via our website at www.browardschools.com/orangebrook. We also have hard copies in the front office available for parent requests. Hard copies are available in multiple languages upon request.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We plan to build positive relationships with parents, families, and community stakeholders to fulfill the school's mission, support the needs of our students and keep parents informed by starting with excellent customer service from our front office staff, having open communication with all stakeholders through phone calls, emails, parent links, parent-teacher conferences, teacher-student conferences, and our website (www.browardschools.com/orangebrook). We also provide valuable resources and programs for our families in need.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We plan to strengthen the academic program in the school by encouraging teachers to participate in professional development opportunities that will strengthen their knowledge to explicitly guide students. To increase the amount and quality of learning time, administration and the leadership team will examine class schedules to ensure instructional time is being used effectively and efficiently making recommendations when and where necessary. We will help to provide an enriched and accelerated curriculum and extended learning opportunities to students by utilizing all aspects of the district provided curriculum to instruct our students with fidelity and clear intention. Incorporating this plan will definitely increase the academic achievement of our Students With Disabilities as well as the academic achievement of our General Education students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with the following programs covered under ESSA:
Violence Prevention-our School Counselor goes into the classroom to speak to students; we have mentoring programs that address violence prevention, philanthropy, education, and social skills.
Nutrition Programs-we have a Free Breakfast and Lunch program for our students; Pack-a-Sack is provided through the Rotary Club; Thanksgiving meals are provided to our families through Memorial Hospital, Methodist, and the Hollywood Police Department.
Our School Counselor has a plethora of resources to help our families who are homeless, who are suffering from mental illnesses, and other situations.