

Santa Rosa County School District

Oriole Beach Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Oriole Beach Elementary School

1260 ORIOLE BEACH RD, Gulf Breeze, FL 32563

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

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

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.

OBE Mission:

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

Provide the school's vision statement.

OBE Vision:

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

School Leadership Team, 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
McGrew, Josh	Principal	<ul style="list-style-type: none"> • Manage and administer the overall instructional program at the assigned school. • Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. • Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. • Manage and administer the accreditation program for the assigned school. • Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. • Participate, as requested, in the development of District guides related to instruction and personnel. • Participate, as requested, in the development and adoption of the District's assessment program. • Manage and administer the assessment program for the school.. • Manage and supervise the wise use of personnel resources. • Manage, supervise and evaluate personnel. • Manage the implementation and administration of negotiated employee contracts at the school level. • Manage and administer the development of long and short-range instructional and facility needs. • Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. • Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. • Coordinate facility and support service requirements with appropriate district offices. • Coordinate and supervise the transportation services at the assigned school. • Manage the discipline of students on buses, including statutory provisions for suspension. • Maintain a high visibility within all areas of the facility. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies. • Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. • Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. • Manage and supervise, through wise use, the financial resources of the school. • Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. • Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. • Manage and administer the preparation of financial reports for the school. • Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. • Manage and administer through statute and District guidelines, the school food service program. • Develop and maintain positive school/community relations and act as liaison

Name	Position Title	Job Duties and Responsibilities
		<p>between the two.</p> <ul style="list-style-type: none"> • Be proactive in decisions relating to school and community well-being. • Use effective positive interpersonal communication skills. • Actively participate in the recruitment of business partnership to benefit the school community. • Assign and supervise special tasks to school personnel. • Assign to teachers such responsibility and authority for student control as deemed appropriate. • Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
Garcia, Monica	Assistant Principal	<ul style="list-style-type: none"> • Coordinate all aspects of elementary curriculum • Coordinate faculty, year level and individual teacher's planning, as assigned • Assist teachers in interpreting and implementing the district's curriculum • Coordinate, as assigned, research related to curriculum development • Recommend curriculum adjustments to meet the special learning needs of individual children • Assist teachers in organizing classrooms for effective learning • Implement and schedule the standardized testing program when assigned • Establish and maintain a system of school-wide textbook accountability • Schedule and plan in-service programs and prepare required reports • Work with the media specialist in adapting and improving the use of media in the school • Participate in proposed and on-going curriculum development projects • Serve, at the direction of the principal, as advisor and special consultant to probationary employees • Coordinate the grade placement and grouping of children • Assist the Principal in planning and carrying out staff and parent curriculum meetings • Serve as the administrative representative on the school's Integrated Services Team • Complete special assignments assigned by the principal • Assume building supervisory responsibility in the absence of the principal • Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline • Assist in the supervision of all school activities and programs • Supervise students to maintain a safe and orderly environment • Assist the Principal in planning and implementing the school improvement program • Assist the Principal and other staff in maintaining a clean and safe school plant • Assist in the selection, supervision, and evaluation of all school personnel • Prepare such records and reports as the principal may assign • Perform other incidental tasks consistent with the goals and objectives of this position

Name	Position Title	Job Duties and Responsibilities
Barron, Sheena	Other	<p>Primary Duties and Responsibilities:</p> <ul style="list-style-type: none"> • Provide daily intensive reading instruction to K-5 students. Grade level will be dependent on school need • Promotes family involvement in education through partnerships between schools and parents • Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families • Provides information, training, and support for families and educators regarding reading intervention • Collaborates with all professional and support personnel in the delivery of reading intervention • Assess students using a variety of measures to determine appropriate instructional needs • Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students • Collaborate with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for reading intervention needs • Document and monitor literacy data • Organize and monitor intervention groups • Communicate with faculty and staff with professionalism • Demonstrate characteristics of an on-going learner • Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately • Serves as a reading contact between the Literacy Department and elementary schools • Supports schools and parents in developing "Read at Home" plans for Tier III students as required by the District Literacy Plan
Rounsaville, Kim	School Counselor	<ul style="list-style-type: none"> • Assist in the registration and placement of students • Provide classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students • Provide personal, social, behavioral, and/or academic counseling to identified individuals or small groups • Oversee the provision of career development activities for students • Administer initial screenings and coordinates the referral process for identification and placement of students with special needs • Provide appropriate consultation with parents on all issues related to student success • Provide appropriate consultation and staff development to school personnel as needed • Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students • Track attendance and develop appropriate truancy intervention plans • Assist with referrals to other service providers and outside agencies • Facilitate Integrated Services Team meetings • Develop 504 plans and health care plans as needed • Maintain access to current information regarding community resources

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Organize community service projects • Coordinate district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff. • Provide or assists with student orientation • Evaluate the guidance program on a continuing basis • Consult with school personnel on issues regarding student discipline • Assist in the orientation of new faculty and staff members • Assist with parent/teacher conferences as requested • Oversee the proper maintenance of student records as required by applicable policies, regulations, and procedures • Attend and participate in faculty meetings • Accept responsibility for extra-curricular activities as assigned • Attend professional meetings and staff development activities • Maintain a valid Florida teacher’s certificate • Provide own method of transportation to various locations when required • Perform other tasks and responsibilities as assigned by the principal

Gill, Emily	School Counselor	<ul style="list-style-type: none"> • Assist in the registration and placement of students • Provide classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students • Provide personal, social, behavioral, and/or academic counseling to identified individuals or small groups • Oversee the provision of career development activities for students • Administer initial screenings and coordinates the referral process for identification and placement of students with special needs • Provide appropriate consultation with parents on all issues related to student success • Provide appropriate consultation and staff development to school personnel as needed • Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students • Track attendance and develop appropriate truancy intervention plans • Assist with referrals to other service providers and outside agencies • Facilitate Integrated Services Team meetings • Develop 504 plans and health care plans as needed • Maintain access to current information regarding community resources • Organize community service projects • Coordinate district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff. • Provide or assists with student orientation • Evaluate the guidance program on a continuing basis • Consult with school personnel on issues regarding student discipline • Assist in the orientation of new faculty and staff members • Assist with parent/teacher conferences as requested • Oversee the proper maintenance of student records as required by applicable policies, regulations, and procedures • Attend and participate in faculty meetings • Accept responsibility for extra-curricular activities as assigned
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Name	Position Title	Job Duties and Responsibilities
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- Attend professional meetings and staff development activities
- Maintain a valid Florida teacher’s certificate
- Provide own method of transportation to various locations when required
- Perform other tasks and responsibilities as assigned by the principal

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.

We will gather input on the development of our School Improvement Plan by holding a School Advisory Council (SAC) workshop prior to the start of school on August 9th. Our SAC represents our school's stakeholders to include teachers and school staff, parents, and business/ community leaders.

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))

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/ Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be o review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

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	No
2022-23 Minority Rate	22%
2022-23 Economically Disadvantaged (FRL) Rate	33%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No

<p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD) Asian Students (ASN) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)</p>
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	<p>2021-22: A 2019-20: A 2018-19: A 2017-18: A</p>
<p>School Improvement Rating History</p>	
<p>DJJ Accountability Rating History</p>	

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	5	22	18	24	11	15	0	0	0	95
One or more suspensions	0	0	1	3	5	5	0	0	0	14
Course failure in English Language Arts (ELA)	0	0	7	3	2	1	0	0	0	13
Course failure in Math	0	0	6	1	1	4	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	0	9	19	0	0	0	28
Level 1 on statewide Math assessment	0	0	0	0	2	10	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	0	0	6	3	4	8	0	0	0	21

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	5	3	4	1	4	1	0	0	0	18
Students retained two or more times	0	0	0	0	4	0	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	6	16	9	12	11	13	0	0	0	67
One or more suspensions	0	2	1	3	2	2	0	0	0	10
Course failure in ELA	0	0	2	1	0	1	0	0	0	4
Course failure in Math	0	0	2	1	0	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	2	11	22	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	2	9	15	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	1	1	0	4	0	0	0	6

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	1	2	4	2	0	0	0	13
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	6	16	9	12	11	13	0	0	0	67
One or more suspensions	0	2	1	3	2	2	0	0	0	10
Course failure in ELA	0	0	2	1	0	1	0	0	0	4
Course failure in Math	0	0	2	1	0	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	2	11	22	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	2	9	15	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	1	1	0	4	0	0	0	6

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	2	1	2	4	2	0	0	0	13
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*	73	62	53	74	65	56	72		
ELA Learning Gains				63			55		
ELA Lowest 25th Percentile				46			52		
Math Achievement*	82	68	59	83	45	50	76		
Math Learning Gains				75			66		
Math Lowest 25th Percentile				58			46		
Science Achievement*	68	57	54	70	68	59	66		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress		77	59						

* 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)	N/A
OVERALL Federal Index – All Students	75
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	469
Total Components for the Federal Index	7
Percent Tested	100
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	47			
ELL				
AMI				
ASN	75			
BLK				
HSP	80			
MUL	75			
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	75			
FRL	63			

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	43			
ELL				
AMI				
ASN	66			
BLK				
HSP	47			
MUL	79			
PAC				
WHT	69			
FRL	57			

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	73			82			68					
SWD	43			54			32				4	
ELL												
AMI												
ASN	83			67							2	
BLK												
HSP	77			82							2	

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	76			84			71				4	
PAC												
WHT	73			83			70				4	
FRL	65			74			51				4	

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	74	63	46	83	75	58	70					
SWD	46	33	28	57	55	50	33					
ELL												
AMI												
ASN	58			73								
BLK												
HSP	47	57		42	50		40					
MUL	85	65		91	76							
PAC												
WHT	75	63	47	85	78	60	72					
FRL	63	50	48	69	64	53	51					

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	72	55	52	76	66	46	66					
SWD	38	35	38	36	40	43	24					
ELL												
AMI												
ASN	64			82								
BLK												
HSP	58	60		58	50		60					
MUL	72			72								
PAC												
WHT	74	57	56	77	69	47	70					

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	56	50		61	63	55	60					

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. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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	73%	64%	9%	54%	19%
04	2023 - Spring	77%	68%	9%	58%	19%
03	2023 - Spring	73%	61%	12%	50%	23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	91%	70%	21%	59%	32%
04	2023 - Spring	81%	72%	9%	61%	20%
05	2023 - Spring	77%	63%	14%	55%	22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	70%	55%	15%	51%	19%

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.

ELA scored 74% proficient on PM3 in grades 3-5. This is a significant decline from 2019 when our overall score for ELA was 79% proficient. These group lost core instruction during the 2020-2021 school years due to COVID and face coverings during their ELA instruction.

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

From 2020-2021 to 2022 our ELA lowest 25 percent decreased from 52 percent learning gains to 46 percent learning gains. WE had a large self-contained population at OBE housing 7 units. In addition to a high number of inclusion special placements at OBE from other zoned schools.

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.

Oriole Beach is above the state average in every category. Our subgroup of student with disabilities is closest to the federal percent of points index coming in at 43 % We will focus on this area to ensure we do not fall to the 41% cutoff.

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

In contrast to our ELA learning gains decreasing our Math lowest 25 percent showed a significant increase from 46 percent to 58 percent. This is a 12-percentage point increase. We set a true intervention time for our struggling math students in all classes. Unfortunately, we lost two interventionists from last year's staffing plan.

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

We continue to have an average daily attendance of approximately 94%, However we do have 16 students which is approximately 8 % of our student body that have 10 or more absences. Some of this is due to the increase in suspensions from our self-contained units and some is due to the new phenomenon of parents working from home and taking trips during the school week.

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

1. Increase ELA achievement in all grade levels
2. Increase our lowest 25% in learning gains.
3. Focus on our ESE children to ensure we increase the federal index points to 45 percent.
4. Continue to increase our 5th grade science scores.
5. Increase our average daily attendance rate by 1 percent.

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.

Oriole Beach is above the state average in every category. Our subgroup of student with disabilities is closest to the federal percent of points index coming in at 43%. We will focus on this area to ensure we do not fall to the 41% cutoff.

Measurable Outcome:

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

Our short-term goal is for SWD in all grades to increase proficiency by 2 percentage points from PM1 to PM2 in all tested areas. Our long-term goal will be to see a majority 50 percent or of our SWD students at a proficient level in all tested areas.

Monitoring:

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

All students including our SWD students will receive small group differentiated instruction students. Our schedule incorporates a 30-minute Reading Intervention Block for each K-5 teacher. During these blocks, teachers are working with Tier 2 in small group instruction on a students' specific deficits using research-based practices and programs. Teachers also incorporate a 30-minute Math intervention in the room to ensure all students are receiving the urgent intervention needed. Students are monitored through a progress monitoring plan to determine if the provided interventions are successful. If a student is not successful, the teacher will bring the student to the MTSS team to brainstorm the best researched based method to address the deficiency.

MTSS team meets to discuss the next step of delivering intervention to that student. We also have a schedule PLC attended by admin to discuss any concerns and offer PD for best practices to ensure student growth.

Person responsible for monitoring outcome:

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

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.)

According to Hattie, the effect size of small group learning is 0.47 (1). Intervention groups will utilize small group learning to target the needs of our SWD as needed based on their individual assessment data. We will create Progress Monitoring Plans for all SWD Who are not meeting the targeted learning expected. In order to support teachers as they provide interventions for our SWD we will adopt and implement PLCs to ensure "improved student outcomes".

1. <https://visiblelearning.org/hattie-ranking-influences-effect-sizes-learning-achievement>
2. https://learningally.org/Solutions-for-School/Pages/Professional-Learning-Whitepaper?utm_source=ext-edweb&utm_medium=banner-ad&utm_campaign=pls

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The research show that small groups and PLC's for teachers have a dramatic impact on student performance as noted by Hattie and the attached link to the benefits of PLC's. After careful consideration and discussion with the school leadership we felt this was a great way to increase student performance in above mentioned areas. In order to close academic gaps and increase proficiency, students need small

group instruction that is evidence and researched based to increase achievement and proficiency in reading and math.

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?

Yes

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.

Our reading interventionist set a schedule to ensure we are utilizing all resources for students. We have worked to ensure that all teachers have a minimum of 30 minutes each day for intervention.

Person Responsible: Sheena Barron (barrons@santarosa.k12.fl.us)

By When: By the end of the 1st quarter.

Mrs. Garcia has scheduled all PLC's and placed on the calander to ensure all teachers participate. Admin team will take an active role in the PLC's. These are schedule weekly.

Person Responsible: Monica Garcia (garciam@santarosa.k12.fl.us)

By When: Weekly starting 8/16/2023

MTSS team will meet monthly or as needed to review trends in student data to adjust instruction and tier levels as needed.

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

By When: Monthly and as needed.

#2. Positive Culture and Environment specifically relating to Other**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.

Oriole Beach Elementary School does an outstanding job engaging stakeholders. We build positive relationships with parents, families, students, school board members, business partners, and other community stakeholders to fulfill our school's mission and to support the needs of students by gathering input as partners in planning and implementing school initiatives. Frequent and high-quality communication is sent out via Facebook, newsletters, callouts, texts, emails, etc. According to all district provided survey data Oriole Beach Elementary is excelling in providing a wonderful climate and culture for all stakeholders.

Measurable Outcome:

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

To maintain a 4 or higher in the district provided survey completed by all stakeholders.

Monitoring:

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

Staff surveys and parent surveys are sent out quarterly to ensure we are meeting the needs of our families. These surveys will be analyzed to ensure we are meeting the needs of our stakeholders.

Person responsible for monitoring outcome:

Monica Garcia (garciam@santarosa.k12.fl.us)

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.)

Capturing Kids' Hearts is a research-based process designed to strengthen students' connectedness to school through enhancing protective factors (strong bonds with teachers, clear rules of conduct that are consistently enforced) and targeting modifiable risk factors (inappropriate behavior, poor social coping skills). Results from the National Longitudinal Study on Adolescent Health demonstrated that student connectedness reduced negative behaviors in four domains of adolescent health and morbidity: emotional health, violence, substance use, and sexuality.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Oriole Beach Elementary School has a majority of students trained by the Flippen Group's model of Capturing Kids Hearts. We consider ourselves to be a "Capturing Kids' Hearts" School because we all do our best to create and nurture positive relationships using the tools and common language taught by this model. In addition, we have a variety of supports and resources in place to support students including, but not limited to a check-in/check-out positive behavior intervention program, social skills groups, individual and group counseling, school counselor, guidance assistant, CDAC counselor, Trauma Informed Counselor, Military Family Life Counselor (MFLC).

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?

Yes

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.

AT OBE we always implement a school wide theme each year based off of good character traits. We celebrate children, staff, and families caught in the act. This year our theme is Be the Light.

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

By When: The theme was presented on August 2nd to the staff.

New student orientation and Ask the Principal. Mrs. Garcia and I make ourselves available to all new families for an informal conversation about OBE, the expectations, as well as the school theme. The School principal offers his cell number number to all new families to ensure they are comfortable and feel like they are welcome.

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

By When: Beginning of the school year

Continue to do a staff survey every quarter that is anonymous to ensure we are meeting the needs of our OBE staff.

Person Responsible: Monica Garcia (garciam@santarosa.k12.fl.us)

By When: Quarterly

Maintain an open-door policy for all stakeholders.

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

By When: August 8th

Engage in staff PLC's and always be ready to listen and provide support where needed.

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

By When: August 2nd

#3. Instructional Practice specifically relating to ELA**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.

ELA scored 74% proficient on PM3 in grades 3-5. This is a significant decline from 2019 when our overall score for ELA was 79% proficient. These group lost core instruction during the 2020-2021 school years due to COVID and face coverings during their ELA instruction.

Measurable Outcome:

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

Short Term: By PM2, all students will see an increase of 25 percent in the FAST assessment.

Long Term: Our school goal is that 78 percent of students will be proficient in ELA by the 3rd PM date.

Monitoring:

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

The FAST Assessment as well as STAR testing will be used as the progress monitoring tool for determining if students are progressing in standards-based content; and will be used to adjust instruction accordingly to meet the measurable outcome the school plans to achieve.

Person responsible for monitoring outcome:

Monica Garcia (garciam@santarosa.k12.fl.us)

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.)

Personal will provide foundational reading skills with a specific focus on the delivery of the evidence-based strategy of Phonics Instruction (PI) & Phonemic Awareness (PA)-- PI & PA instruction in Tier 1 (UDL Strategies & Differentiated Instruction), Tier 2 (HMH Interventions) and Tier 3 (Intensive Intervention). The Visible Learning research synthesizes findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education. The evidence shows that phonics instruction has a direct impact on student success in reading.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In general, the research that Hattie reviewed revealed that the curriculum should be well-structured and systematically sequenced. At a more specific level, the research supported teaching: Phonics and phonemic awareness are high impact programs. Phonemic awareness is the ability to understand that spoken words are made up of individual sounds called phonemes, and it is one of the best early predictors for reading success.

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?

Yes

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.

Schedule and test all students and gather the baseline data to get a starting point.

Person Responsible: Emily Gill (gille@santarosa.k12.fl.us)

By When: End of September

Provide common planning time for all teams and Intervention teacher to plan ELA lessons, which target deficit areas.

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

By When: 8/12/2023

Provide feedback based on the Marzano educational model to all teachers based off of formal and informal walkthrough and observations.

Person Responsible: [no one identified]

By When: 8/15/2023

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

Person Responsible: Kim Rounsaville (rounsavillek@santarosa.k12.fl.us)

By When: 8/15/2023