

Santa Rosa County School District

# Oriole Beach Elementary School



## 2019-20 School Improvement Plan

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# Oriole Beach Elementary School

1260 ORIOLE BEACH RD, Gulf Breeze, FL 32563

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

## Demographics

**Principal: Josh McGrew**

Start Date for this Principal: 4/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	42%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grade</b>	2018-19: A
<b>School Grades History</b>	2017-18: A 2016-17: A 2015-16: A 2014-15: A 2013-14: A
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Jeff Sewell</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

Preparing students for success by providing a superior, relevant education.

#### **Provide the school's vision statement**

To produce confident, well rounded and responsible, lifelong learners who will become positive forces in their homes, communities, and the world.

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
McGrew, Josh	Principal	<ol style="list-style-type: none"> <li>1. Manage and administer the overall instructional program at the assigned school.</li> <li>2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school.</li> <li>3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school.</li> <li>4. Manage and administer the accreditation program for the assigned school.</li> <li>5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs.</li> <li>6. Participate, as requested, in the development of District guides related to instruction and personnel.</li> <li>7. Participate, as requested, in the development and adoption of the District's assessment program.</li> <li>8. Manage and administer the assessment program for the school..</li> <li>9. Manage and supervise the wise use of personnel resources.</li> <li>10. Manage, supervise and evaluate personnel.</li> <li>11. Manage the implementation and administration of negotiated employee contracts at the school level.</li> <li>12. Manage and administer the development of long and short-range instructional and facility needs.</li> <li>13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school.</li> <li>14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility.</li> <li>15. Coordinate facility and support service requirements with appropriate district offices.</li> <li>16. Coordinate and supervise the transportation services at the assigned school.</li> <li>17. Manage the discipline of students on buses, including statutory provisions for suspension.</li> <li>18. Maintain a high visibility within all areas of the facility.</li> <li>19. Establish guidelines for proper student conduct and effective disciplinary procedures and policies.</li> <li>20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies.</li> <li>21. Manage and supervise the function of financial planning for the school, including the preparation of the school's budget.</li> <li>22. Manage and supervise, through wise use, the financial resources of the school.</li> <li>23. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.</li> <li>24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.</li> <li>25. Manage and administer the preparation of financial reports for the school.</li> <li>26. Manage and administer the function of student accounting at</li> </ol>

Name	Title	Job Duties and Responsibilities
		<p>the school, as it pertains to funding, attendance, and the FTE process.</p> <p>27. Manage and administer through statute and District guidelines, the school food service program.</p> <p>28. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>29. Be proactive in decisions relating to school and community well-being.</p> <p>30. Use effective positive interpersonal communication skills.</p> <p>31. Actively participate in the recruitment of business partnership to benefit the school community.</p> <p>32. Assign and supervise special tasks to school personnel.</p> <p>33. Assign to teachers such responsibility and authority for student control as deemed appropriate.</p> <p>34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p>
<p>Garcia, Monica</p>	<p>Assistant Principal</p>	<ul style="list-style-type: none"> <li>• Coordinate all aspects of elementary curriculum.</li> <li>• Coordinate faculty, year level and individual teacher’s planning, as assigned.</li> <li>• Assist teachers in interpreting and implementing the District’s curriculum.</li> <li>• Coordinate, as assigned, research related to curriculum development.</li> <li>• Recommend curriculum adjustments to meet the special learning needs of individual children.</li> <li>• Assist teachers in organizing classrooms for effective learning.</li> <li>• Implement and schedule the standardized testing program when assigned.</li> <li>• Establish and maintain a system of school-wide textbook accountability.</li> <li>• Schedule and plan in-service programs and prepare required reports.</li> <li>• Work with the media specialist in adapting and improving the use of media in the school.</li> <li>• Participate in proposed and on-going curriculum development projects.</li> <li>• Serve, at the direction of the Principal, as advisor and special consultant to probationary employees.</li> <li>• Coordinate the grade placement and grouping of children.</li> <li>• Assist the Principal in planning and carrying out staff and parent curriculum meetings.</li> <li>• Serve as the administrative representative on the school’s Integrated Services Team.</li> <li>• Complete special assignments assigned by the Principal.</li> <li>• Assume building supervisory responsibility in the absence of the Principal.</li> <li>• Maintain high visibility within all areas of the facility, and assist</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>teachers in maintaining discipline.</p> <ul style="list-style-type: none"> <li>• Assist in the supervision of all school activities and programs.</li> <li>• Supervise students in order to maintain a safe and orderly environment.</li> <li>• Assist the Principal in planning and implementing the school improvement program.</li> <li>• Assist the Principal and other staff in maintaining a clean and safe school plant.</li> <li>• Assist in the selection, supervision and evaluation of all school personnel.</li> <li>• Prepare such records and reports as the Principal may assign.</li> <li>• Perform other incidental tasks consistent with the goals and objectives of this position.</li> </ul>

Shea, Sue	Guidance Counselor	<p>Principle Duties and Responsibilities (Essential Functions):</p> <ul style="list-style-type: none"> <li>• Assists in the registration and placement of students</li> <li>• Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students</li> <li>• Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups</li> <li>• Oversees the provision of career development activities for students</li> <li>• Administers initial screenings and coordinates the referral process for identification and placement of students with special needs</li> <li>• Provides appropriate consultation with parents on all issues related to student success</li> <li>• Provides appropriate consultation and staff development to school personnel as needed</li> <li>• Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students</li> <li>• Tracks attendance and develops appropriate truancy intervention plans</li> <li>• Assists with referrals to other service providers and outside agencies</li> <li>• Facilitates Integrated Services Team meetings</li> <li>• Develops 504 plans and health care plans as needed</li> <li>• Maintains access to current information regarding community resources</li> <li>• Organizes community service projects</li> </ul> <p>Coordinates district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff.</p> <ul style="list-style-type: none"> <li>• Provides or assists with student orientation</li> <li>• Evaluates the guidance program on a continuing basis</li> </ul>
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Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Consults with school personnel on issues regarding student discipline</li> <li>• Assists in the orientation of new faculty and staff members</li> <li>• Assists with parent/teacher conferences as requested</li> <li>• Oversees the proper maintenance of student records as required by applicable policies, regulations and procedures</li> <li>• Attends and participates in faculty meetings</li> <li>• Accepts responsibility for extra-curricular activities as assigned</li> <li>• Attends professional meetings and staff development activities</li> <li>• Maintains a valid Florida teacher's certificate</li> <li>• Provides own method of transportation to various locations when required</li> </ul> <p>Page 2 of 2</p> <ul style="list-style-type: none"> <li>• Performs other tasks and responsibilities as assigned by the principal</li> </ul>
Smith, Julie	Teacher, K-12	<ul style="list-style-type: none"> <li>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.</li> <li>• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.</li> <li>• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> <li>• Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation.</li> <li>• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.</li> <li>• Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.</li> <li>• Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.</li> <li>• Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies.</li> </ul> <p>Employs a variety of instructional techniques, methods and</p>

Name	Title	Job Duties and Responsibilities
		<p>materials which are appropriate to the needs and capabilities of the students, and are consistent to the assigned teaching responsibility.</p> <ul style="list-style-type: none"> <li>• Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.</li> <li>• Instructs students for the purpose of improving their success in academics through a defined course of study.</li> <li>• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.</li> <li>• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.</li> <li>• Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district.</li> <li>• Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.</li> <li>• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.</li> <li>• Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.</li> <li>• Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</li> <li>• Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.</li> <li>• Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information.</li> <li>• Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.</li> <li>• Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement.</li> <li>• Adheres to emergency procedures and responds to emergency</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>situations for the purpose of resolving immediate safety concerns. Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction.</p> <ul style="list-style-type: none"> <li>• Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.</li> <li>• Establishes and maintains cooperative relations with students, faculty, staff, and parents.</li> <li>• Assumes the responsibility to maintain a valid Florida teacher’s certificate.</li> <li>• Performs other tasks and/or responsibilities as assigned by the principal.</li> </ul>
Ormsby, Ashley	Instructional Coach	<ul style="list-style-type: none"> <li>• Provide daily intensive reading instruction to K-5 students. Grade level will be dependent on school need.</li> <li>• Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers, and community-based family partners.</li> <li>• Increases educators’ awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families.</li> <li>• Provides information, training, and support for families and educators.</li> <li>• Collaborates with all other professional reading and support personnel in the delivery of multi-system support for teachers and students.</li> <li>• Assess students using a variety of measures to determine appropriate instructional needs.</li> <li>• Provide ongoing training and follow-up in the use of assessment tools to assist the continuous development of students.</li> <li>• Collaborate with and coach teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for future literacy needs.</li> <li>• Collect data/ranking sheets.</li> <li>• Organize and monitor intervention groups.</li> <li>• Communicate with faculty and staff with professionalism.</li> <li>• Exhibit strength in professionalism and communication skills.</li> <li>• Demonstrate characteristics of an on-going learner.</li> <li>• Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.</li> <li>• Serves as a reading contact between the Literacy Department and elementary schools.</li> </ul>

**Early Warning Systems**

**Current Year**

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	114	146	128	142	129	139	0	0	0	0	0	0	0	798
Attendance below 90 percent	5	0	1	0	1	2	0	0	0	0	0	0	0	9
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	1	3	5	6	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	11	8	12	0	0	0	0	0	0	0	31

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	3	2	6	0	0	0	0	0	0	0	11

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

67

**Date this data was collected or last updated**

Tuesday 6/18/2019

**Prior Year - As Reported**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	23	11	18	12	24	14	0	0	0	0	0	0	0	102
One or more suspensions	0	2	1	1	2	0	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	2	6	9	5	7	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	22	15	15	0	0	0	0	0	0	0	52

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	2	7	7	5	0	0	0	0	0	0	0	22

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	79%	68%	57%	82%	64%	56%
ELA Learning Gains	69%	64%	58%	65%	53%	55%
ELA Lowest 25th Percentile	57%	56%	53%	63%	45%	48%
Math Achievement	81%	72%	63%	83%	72%	62%
Math Learning Gains	75%	67%	62%	72%	62%	59%
Math Lowest 25th Percentile	67%	52%	51%	67%	52%	47%
Science Achievement	84%	65%	53%	82%	64%	55%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	114 (0)	146 (0)	128 (0)	142 (0)	129 (0)	139 (0)	798 (0)
Attendance below 90 percent	5 (0)	0 (0)	1 (0)	0 (0)	1 (0)	2 (0)	9 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	1 (0)	3 (0)	5 (0)	6 (0)	15 (0)

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	11 (0)	8 (0)	12 (0)	31 (0)

#### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	75%	71%	4%	58%	17%
	2018	82%	66%	16%	57%	25%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	81%	66%	15%	58%	23%
	2018	87%	66%	21%	56%	31%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				
05	2019	84%	69%	15%	56%	28%
	2018	75%	64%	11%	55%	20%
Same Grade Comparison		9%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	71%	4%	62%	13%
	2018	83%	73%	10%	62%	21%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	82%	73%	9%	64%	18%
	2018	86%	74%	12%	62%	24%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
05	2019	87%	71%	16%	60%	27%
	2018	81%	70%	11%	61%	20%
Same Grade Comparison		6%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	84%	65%	19%	53%	31%
	2018	82%	66%	16%	55%	27%
Same Grade Comparison		2%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	58	39	43	72	57	44				
BLK	67			67							
HSP	75	67		74	82		82				
MUL	79	80		83	80						
WHT	80	69	57	81	74	63	84				
FRL	75	65	50	72	74	73	80				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	52	62	64	52	65	67	57				
HSP	76	39		76	52		75				
MUL	69	64		69	90		80				
WHT	84	66	65	86	73	68	84				
FRL	74	61	57	78	71	69	71				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	512
Total Components for the Federal Index	7
Percent Tested	100%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	81
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0



White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Our 2018-2019 ELA Lowest 25th percentile Learning Gains of 57% showed the lowest performance in our school data; however, this still was above the District 56% and State 53%. Contributing factors include a high number of students in our Behavior Focused Classroom who, despite testing accommodations through their IEPs, did not put forth their best effort. In fact, several students actually refused to test.

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

Our 2018-2019 ELA Lowest 25th percentile Learning Gains of 57% showed the greatest decline from 2017-2018 school data of 63%. Contributing factors include a rise in the number of students in our Behavior Focused Classroom who, despite testing accommodations through their IEPs, did not put forth their best effort. In fact, several students actually refused to test.

#### 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

All of our data components exceeded the state average; therefore, a gap analysis is n/a.

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

Our overall ELA Learning Gains improved 4 percentage points from 65% in 2017-2018 to 69% in 2018-2019. We believe that because a higher than normal percentage of our teachers took the initiative to become dual-certified (ESE and General Education) allowed us to best meet the needs of our Students With Disabilities (SWD). Having several classrooms with which SWDs could receive their Exceptional Student Education (ESE) services in accordance with their Individual Education Plans (IEPs) contributed to this improvement.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

In analyzing the Early Warning System Data for 2019, many areas are not yet measurable due to the no data being available at this early juncture in the school year. The one component that is readily visible as an area of concern is the 31 students who scored a level 1 on their 2018-2019 statewide assessment.

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

1. Improving the ELA learning gains of our lowest 25th percentile (57% learning gains in 2018-2019 was a decline from 2017-2018 school data of 63%).
2. Decreasing the number of 3rd, 4th, and 5th graders who score a level 1 on their 2019-2020 statewide assessment (2018-2019 data shows 31 level 1's for 3rd-5th graders in all content areas).
3. Increasing the percentage by which our Students With Disabilities (SWDs) exceed the ESSA Federal Index target (2018-2019 data shows OBE SWDs subgroup exceeded the Federal Index target by 9 percentage points = 50% vs. target of 41%).
4. Addressing the trend of decreasing statewide assessment proficiency in ELA when comparing same grades (4th grade). Proficiency fell 6 percentage points from 87% in 2017-2018 to 81% in 2019-2020.
5. Addressing the trend of decreasing statewide assessment proficiency in MATH when comparing same grades (4th grade). Proficiency fell 4 percentage points from 86% in 2017-2018 to 82% in 2019-2020.

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Improve the ELA learning gains of our lowest 25th percentile
<b>Rationale</b>	According to statewide assessment data, the OBE ELA learning gains of our lowest 25th percentile students were 57% in 2018-2019. This was a 6 percentage point decline from 2017-2018 school data of 63% ELA Learning Gains for the lowest 25th percentile.
<b>State the measureable outcome the school plans to achieve</b>	Increase ELA Learning Gains of our lowest 25th percentile students from 57% to 60% as measured by the 2019-2020 statewide assessment.
<b>Person responsible for monitoring outcome</b>	Josh McGrew (mcgrewj@santarosa.k12.fl.us)
<b>Evidence-based Strategy</b>	K-2 Early Intervention Reading groups 3-5 Reading Intervention groups - Tiers 1 & 2 (teachers), Tier 3 (AIS)
<b>Rationale for Evidence-based Strategy</b>	Using systematic, multi-sensory strategies is shown to improve student learning and students are able to show improved progress. Certified teacher with specific specialization in reading (Academic Intervention Specialist - AIS) will decrease group size and increase intensity and frequency of the intervention which is shown to improve student progress.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assess students using STAR C from prior year &amp; STAR A from current year, FSA for 4th and 5th graders and retained 3rd graders.</li> <li>2. Teachers complete ranking sheets.</li> <li>3. Form groups based on lowest 25th percentile.</li> <li>4. AIS and District trains those facilitating Intervention Groups.</li> <li>5. Schedule groups and begin Intervention Groups.</li> </ol>
<b>Person Responsible</b>	Ashley Ormsby (ormsbyk@santarosa.k12.fl.us)

<b>#2</b>	
<b>Title</b>	Decrease the number of 3rd, 4th, and 5th graders who score a level 1 on their 2019-2020 statewide assessment
<b>Rationale</b>	2018-2019 data shows 31 level 1's for 3rd-5th graders in all content areas.
<b>State the measureable outcome the school plans to achieve</b>	Decrease the number of 3rd-5th graders who score a Level 1 on the statewide assessment from 31 students in 2018-2019 to 25 students in 2019-2020.
<b>Person responsible for monitoring outcome</b>	Josh McGrew (mcgrewj@santarosa.k12.fl.us)
<b>Evidence-based Strategy</b>	K-2 Early Intervention Reading groups 3-5 Reading Intervention groups - Tiers 1 & 2 (teachers), Tier 3 (AIS)
<b>Rationale for Evidence-based Strategy</b>	Using systematic, multi-sensory strategies is shown to improve student learning and students are able to show improved progress. Certified teacher with specific specialization in reading (Academic Intervention Specialist - AIS) will decrease group size and increase intensity and frequency of the intervention which is shown to improve student progress.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Assess students using STAR C from prior year &amp; STAR A from current year, FSA for 4th and 5th graders and retained 3rd graders.</li> <li>2. Teachers complete ranking sheets.</li> <li>3. Form groups based on lowest 25th percentile.</li> <li>4. AIS and District trains those facilitating Intervention Groups.</li> <li>5. Schedule groups and begin Intervention Groups.</li> </ol>
<b>Person Responsible</b>	Ashley Ormsby (ormsbyk@santarosa.k12.fl.us)

**#3**

**Title** Address the trend of decreasing ELA proficiency rates in 4th grade  
**Rationale** Proficiency fell 6 percentage points from 87% in 2017-2018 to 81% in 2019-2020.

**State the measureable outcome the school plans to achieve** Increase fourth grade proficiency by 2 percentage points as compared to last year's 81%.

**Person responsible for monitoring outcome** Josh McGrew (mcgrewj@santarosa.k12.fl.us)

**Evidence-based Strategy** Place students strategically in dual certified classrooms. Place students who are struggling in classrooms with additional support and lower teacher/student ratio.

**Rationale for Evidence-based Strategy** Evidence shows that students' needs are met more effectively when Students With Disabilities (SWDs) are placed in an inclusion setting with a low teacher/student ratio with additional supports to assist them.

**Action Step**

- Description**
1. Encourage teachers to become dual certified.
  2. Provide PD for teachers who are dual certified.
  3. Design the master schedule with SWDs strategically placed in inclusion settings.
  4. Work with paraprofessional staff to ensure they are properly trained to provide supports in an inclusion setting.
  5. Schedule Educational Support personnel and ESE Inclusion teachers to maximize time with students.

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

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

OBE will address School Safety as a schoolwide improvement priority by:

1. Following all District, State, and Federal mandates and guidelines for school safety.
2. Involving key stakeholders in key decisions regarding school safety.
3. Educating school staff and students on school safety policies, procedures, and protocols.
4. Practicing school safety protocols through the use of safety drills.
5. Advocating for site specific school safety needs through the proper channels.

**Part IV: Title I Requirements**

**Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students**

Oriole Beach Elementary School's Title I Program includes an initiative to increase parent and family engagement in their child's education, provides training to parents in an effort to assist their children at home so that they can be successful at school. The Title I Program provides funding for teacher professional development and classroom materials for teachers to effectively meet the individual needs of their students, provide differentiated instruction, and provide tutoring for targeted students beyond the regular school day. Please see our Parent and Family Engagement Plan (PFEP) for additional ways that OBE builds positive relationships with parents, families, and other community stakeholders to fulfill our school's mission and support the needs of our students.

**PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Our school ensures the social-emotional needs of all students are being met through the following:

1. All OBE employees (instructional and Educational Support) are being trained in Youth Mental Health First Aid.
2. Full-time Guidance counselor is available for students.
3. Full-time CDAC Behavioral Healthcare/School Counselor I, Registered Clinical Social Worker Intern - provides
  - a. S.S. Grin Groups (evidence-based curriculum that teaches students about respect, self-esteem, making and keeping friends, communication, perspective taking, etc.)
  - b. Specialized groups (i.e., anger management, stress management, self-esteem, etc.)
  - c. Individual sessions
4. District provided behavioral and mental health supports (i.e., Threat Assessment assistance, Suicide Prevention Protocols, Community Action Team referrals, Access to Mobile Response Team, Targeted School Violence Threat Assessment assistance, Behavior Intervention Toolbox, Multi-Tiered System of Supports (MTSS) - Positive Behavior Supports resources, etc.).
5. School-based Multi-Tiered System of Supports (MTSS) team to assist with addressing the social-emotional needs of all students.

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

OBE employs the following strategies to support incoming and outgoing cohorts of students in transition from one school level to another:

1. The District receives funds to support the Santa Rosa Youth Academy. Services are coordinated with District Drop-out Prevention Programs. Services focus on core academic skills, transition, technology support, and careers.
2. The Santa Rosa School District utilizes the SMART System to generate progress monitoring plans (PMPs) for PreK ESE students, as well as K-5 students. The intervention and progress monitoring data will be utilized to ensure that students transitioning to Kindergarten or middle school get the appropriate services.
3. Opportunities are offered for both parents and children to prepare for the transition from Pre-Kindergarten programs, day cares, and home care to the elementary school environment. These opportunities are designed to answer the questions and ease the anxiety of parents, and to introduce children to the nurturing elementary school environment. Orientation activities for families include: Kindergarten Early Registration-questions are answered about the kindergarten process at Oriole Beach Elementary's Kindergarten Round-Up, and screening, Kindergarten Meet the Teacher & School Orientation night.
4. Pre-K Classroom activities including: books, videos and art projects about going to kindergarten, PreK students begin participating in Kindergarten classrooms in the semester prior to transitioning into kindergarten.
5. We work with the feeder middle schools to allow transitioning 5th graders opportunities to visit the new campus.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Title I, Part A funds support supplemental activities to improve the academic achievement of the disadvantaged. Activities include the following primary activities: 1) The Early Intervention Program: a district initiative to support intervention (Grades K-3) in reading, 2) an Initiative to Improve School Safety, 3) provision of extended learning time, 4) a science initiative on Next Generation Sunshine State Standards, 5) Parent and Family Engagement, 6) Professional Development, and 7) school-based initiatives based on student needs. These initiatives include paraprofessionals who work with students, assessing all students with STAR 360 and Performance Matters/Unify, and providing professional development for our teachers. All supplemental services and programs go through an amendment request process which ensures services/programs purchased meet the federal, state and local requirements. All Title 1 purchases are inventoried.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

OBE used the following strategies to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations:

1. Career and Technical Education - Workforce Education programs in Santa Rosa County School District are provided in secondary and post-secondary schools. These programs are career-oriented with rigorous academic coursework utilizing industry standards. The school provides career education through career day and special guest speakers throughout the

school year.

2. Job training in Santa Rosa County School District is designed to meet the needs of students, business and industry. Through numerous secondary and post-secondary training programs, instruction is provided which leads to a highly skilled labor force. Title I schools frequently refer parents and guardians to services at Locklin Technical Center.

3. Adult Education- The District provides Adult Education services through the Adult School. The Adult School is designed to meet the educational goals of adults and youth who have exited the formal school setting. It is the responsibility of the Adult School to provide an educational atmosphere designed to encourage personal and intellectual growth towards post-secondary education and/or employment.