Gulf Breeze Elementary School

leadership

analysis

Florida

college and career

mission

students

ambitious

family and community involvement

school improvement

striving

achievement

teaching

relationships

needs assessment

success

areas of focus

instruction

supportive environment

resources

strategic planning

collaboration

vision

learning

growth

2019-20 Schoolwide Improvement Plan

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Gulf Breeze Elementary School

549 GULF BREEZE PKWY, Gulf Breeze, FL 32561

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

Demographics

Principal: Warren Stevens

Start Date for this Principal: 7/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (67%) 2017-18: A (72%) 2016-17: A (70%) 2015-16: A (73%) 2014-15: A (83%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the 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.

Purpose and Outline of the SIP

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

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Gulf Breeze Elementary School

549 GULF BREEZE PKWY, Gulf Breeze, FL 32561

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

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	16%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Encourage all students to reach their highest potential while providing a supportive and engaging environment.

Provide the school's vision statement.

All students will be prepared to conquer future academic challenges and develop self-confidence to make decisions that will have a positive impact on their future.

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
Stevens, Warren	Principal	1. Manage and administer the overall instructional program at the assigned school. 2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. 3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. 4. Manage and administer the accreditation program for the assigned school. 5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. 6. Participate, as requested, in the development of District guides related to instruction and personnel. 7. Participate, as requested, in the development and adoption of the District's assessment program. 8. Manage and administer the assessment program for the school.. 9. Manage and supervise the wise use of personnel resources. 10. Manage, supervise and evaluate personnel. 11. Manage the implementation and administration of negotiated employee contracts at the school level. 12. Manage and administer the development of long and short-range instructional and facility needs. 13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. 14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. 15. Coordinate facility and support service requirements with appropriate district offices. 16. Coordinate and supervise the transportation services at the assigned school. 17. Manage the discipline of students on buses, including statutory provisions for suspension. 18. Maintain a high visibility within all areas of the facility. 19. Establish guidelines for proper student conduct and effective disciplinary procedures and policies. 20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. 21. Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. 22. Manage and supervise, through wise use, the financial resources of the school. 23. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. 24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. 25. Manage and administer the preparation of financial reports for the school. 26. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. 27. Manage and administer through statute and District guidelines, the

Name	Title	Job Duties and Responsibilities
		school food service program. 28. Develop and maintain positive school/community relations and act as liaison between the two. 29. Be proactive in decisions relating to school and community well-being. 30. Use effective positive interpersonal communication skills. 31. Actively participate in the recruitment of business partnership to benefit the school community. 32. Assign and supervise special tasks to school personnel. 33. Assign to teachers such responsibility and authority for student control as deemed appropriate. 34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
McChesney, Kim	Assistant Principal	• 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 in order 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.

Name	Title	Job Duties and Responsibilities
		• Perform other incidental tasks consistent with the goals and objectives of this position.
Browning, Kim	Instructional Coach	• Provides supplemental small group differentiated literacy intervention for students in grades 6-8 in the locations and at the times designated not to exceed 180 minutes/day. If required to work at more than one location, must provide reasonable means of transportation. • Completes duties as assigned as a language arts teacher in the instructional personnel job description. • Coordinates literacy intervention programs and activities designed to meet the needs of all students assigned to grades 6-8. • Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers, and community-based family partners. • 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. • Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families. • Assists with activities related to literacy/language arts assessment of students. • Collaborates with all other professional literacy and support personnel in the delivery of multi-system support for teachers and students.
Lowry, Tiffany	School Counselor	• Is responsible for the registration of new students and scheduling of all students. • Assists students in the selection of classes and graduation options. • Provides small group developmental guidance activities to all students. • Provides personal/social, behavioral, and/or academic counseling to all students. • Provides assistance in the screening, referral, identification and placement of students with special needs • Provides assistance to parents of all students. • Provides appropriate consultation and staff development to school personnel and/or parents/community as needed. • Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities. • Organizes and conducts career and college information programs. • Provides information regarding community service opportunities and enters community service hours in the computer. • Provides information and counseling for Bright Futures opportunities and registration. • Coordinates dual enrollment programs. • Identifies and counsels potential dropouts, offering them other options. • Counsels students who are experiencing attendance difficulties. • Interprets test results to parents, students, and other school staff. • Assists students and families in need with providing basic care through referrals to appropriate resources.

Name	Title	Job Duties and Responsibilities
		• Provides orientation for all incoming and new students. • Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education). • Identifies and refers students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.). • Continually enhances the overall guidance program through in-service opportunities. • Evaluates the overall guidance program on a continuing basis. • Provides assistance and information to faculty, students and parents in regard to multi-cultural education. • Assists in the orientation of new faculty/staff members. • Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor. • Provides input in the development of curriculum and the master schedule. • Coordinates the proper maintenance, transfer, and acquisition of students' records as required. • Assists in the maintenance of the automated student data system. • Attends and participates in faculty meetings. • Coordinates all award presentations. • Coordinates all graduation activities, verifying that graduation requirements have been met. • Contributes to the Integrated Service Team meetings. • Establishes and maintains cooperative relations with students, faculty, staff and parents. • Assumes the responsibility to maintain a valid Florida teachers' certificate. • Provides own method of transportation to various locations when required. • Performs other tasks and responsibilities as assigned by the principal.
Coady, Tricia	Teacher, K-12	• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns

Name	Title	Job Duties and Responsibilities

for the purpose of improving social and academic performance.
• Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.
• Reports incidents (e.g. fights, suspected child abuse, suspected substance 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.
• Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students, and are consistent to the assigned teaching responsibility.
• Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
• Instructs students for the purpose of improving their success in academics through a defined course of study.
• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.
• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.
• Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district.
• Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration. Continuous Professional Improvement:
• Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
• Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/ personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.
• Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
• Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information.
• Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.

Name	Title	Job Duties and Responsibilities
		• Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal.
Hartgrave, Emily	Teacher, K-12	• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. • Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment. • Reports incidents (e.g. fights, suspected child abuse, suspected substance 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. • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students, and are

Name	Title	Job Duties and Responsibilities
		consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration. Continuous Professional Improvement: • Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. • Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/ personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement. • Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching

Name	Title	Job Duties and Responsibilities
		and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal.

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	129	120	145	143	149	146	0	0	0	0	0	0	0	832
Attendance below 90 percent	15	10	10	13	12	3	0	0	0	0	0	0	0	63
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	2	3	7	3	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	6	16	0	0	0	0	0	0	0	22

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	1	1	6	6	0	0	0	0	0	0	0	14

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	2	3	1	0	0	0	0	0	0	0	0	0	6
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)
61

Date this data was collected or last updated
Friday 9/6/2019

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	

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	3	8	9	9	12	6	0	0	0	0	0	0	0	47
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	2	4	6	6	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	0	0	0	0	6	16	0	0	0	0	0	0	0	22

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	1	1	5	7	0	0	0	0	0	0	0	14

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	82%	68%	57%	79%	68%	55%
ELA Learning Gains	69%	64%	58%	66%	60%	57%
ELA Lowest 25th Percentile	47%	56%	53%	51%	51%	52%
Math Achievement	84%	72%	63%	86%	73%	61%
Math Learning Gains	69%	67%	62%	65%	59%	61%
Math Lowest 25th Percentile	52%	52%	51%	62%	47%	51%
Science Achievement	68%	65%	53%	79%	61%	51%

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	129 (0)	120 (0)	145 (0)	143 (0)	149 (0)	146 (0)	832 (0)
Attendance below 90 percent	15 (0)	10 (0)	10 (0)	13 (0)	12 (0)	3 (0)	63 (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)	2 (0)	3 (0)	7 (0)	3 (0)	15 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	6 (0)	16 (0)	22 (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	89%	71%	18%	58%	31%
	2018	77%	66%	11%	57%	20%
Same Grade Comparison	12%					
Cohort Comparison						
04	2019	80%	66%	14%	58%	22%
	2018	80%	66%	14%	56%	24%
Same Grade Comparison	0%					
Cohort Comparison	3%					
05	2019	77%	69%	8%	56%	21%
	2018	79%	64%	15%	55%	24%
Same Grade Comparison	-2%					
Cohort Comparison	-3%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	86%	71%	15%	62%	24%
	2018	80%	73%	7%	62%	18%
Same Grade Comparison	6%					
Cohort Comparison						
04	2019	86%	73%	13%	64%	22%
	2018	83%	74%	9%	62%	21%
Same Grade Comparison	3%					
Cohort Comparison	6%					
05	2019	76%	71%	5%	60%	16%
	2018	83%	70%	13%	61%	22%
Same Grade Comparison	-7%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	68%	65%	3%	53%	15%
	2018	78%	66%	12%	55%	23%
Same Grade Comparison		-10%				
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 2017-18	C & C Accel 2017-18
SWD	46	37	24	54	47	40	18				
HSP	65	60		65	80						
MUL	75	79		78	69						
WHT	83	69	48	85	68	51	71				
FRL	69	71	60	57	56	38	31				
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 2016-17	C & C Accel 2016-17
SWD	49	48	37	49	55	47	21				
HSP	86	63		86	74		71				
MUL	92	87		92	93		90				
WHT	77	67	51	82	73	62	80				
FRL	65	62	41	65	65	56	65				
2017 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	44	27	33	47	20	18					
HSP	81	54		90	92						
MUL	77	50		85	67		82				
WHT	79	68	55	86	64	62	79				
FRL	57	45	35	69	48	53	59				

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)	TS&I
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	471
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
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%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

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.

ELA lower quartile performance was 47% vs 54%. Higher percentage of students in the lower quartile with more challenging needs. Last year's performance was an anomaly (first time dip below 50%) due partly to grade level subject area changes and increased focus on facilitation practices.

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

Lower 25% in Math dropped from 66% to 52%. There was a higher percentage of students in the lower quartile needing more repetition. Last year's performance was an anomaly due partly to grade level subject area changes and increased focus on facilitation practices.

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.

ELA lower quartile performance was 47% vs 54%. Last year's performance was an anomaly (first time dip below 50%) due partly to grade level subject area changes and increased focus on facilitation practices .

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

ELA achievement improved from 79 to 82 percent proficient. Increased attention to small group rotations focused on current standards and student needs as well as regular unique interventions based on progress monitoring data and classroom performance.

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

Number of 4th and 5th grade students with 2 or more indicators (6 in each grade).

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

1. Lower quartile ELA learning gains.
2. Lower quartile Math proficiency.
3. Lower quartile ELA proficiency.
4. Science Proficiency.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA lower quartile proficiency
Rationale	Although overall proficiency was up from 79% to 82%, our bottom quartile achievement fell from 54% proficient to 47% proficient.

State the measurable outcome the school plans to achieve	Increase ELA proficiency in our bottom quartile to above 55%.
Person responsible for monitoring outcome	Warren Stevens (stevensw@santarosa.k12.fl.us)
Evidence-based Strategy	Teachers (classroom and ESE) in collaboration with grade level facilitators (PLC Groups) will focus on clear stated learning goals, feedback practices, along with regular and repeated practices.
Rationale for Evidence-based Strategy	Clear learning goals allow students to self evaluate and create a learning path. Focused practice provides an avenue for structured regular feedback practices which in turn encourage open dialogue and more accurate self assessment.

Action Step	
Description	1. Professional development PLC based on critical thinking. 2. Professional development PLC based on writing using paired texts. 3. Professional development PLC based on guided questioning. 4. Data Chats focused on bottom 25%. 5. ESE and classroom teachers will collaborate regularly to discuss individual student needs.
Person Responsible	Warren Stevens (stevensw@santarosa.k12.fl.us)

#2	
Title	Math lower quartile proficiency
Rationale	Although our overall proficiency went up to 84% from 83%, our lower quartile dropped from 66 to 52%.

State the measurable outcome the school plans to achieve	Increase Math proficiency in our bottom quartile to above 66%.
Person responsible for monitoring outcome	Warren Stevens (stevensw@santarosa.k12.fl.us)
Evidence-based Strategy	Teachers will facilitate lessons taken from Turnkey designed to increase student engagement, fluency and critical thinking. Collaboration centered on the progress of our lower quartile, supported by homeroom teacher, ESE staff, and administration will support teacher feedback while encouraging student feedback practices.
Rationale for Evidence-based Strategy	Using modeled lessons provided by Turnkey, students will share and model concepts to demonstrate proficiency; encouraging students to provide feedback towards clear-stated learning goals.

Action Step	
Description	1. Turnkey Math inservice for all teachers focused on grade level expectations. 2. Professional development PLC based on Math fluency. 3. Professional development PLC based on critical thinking strategies. 4. Data Chats focused progress monitoring assessment and classroom performance. 5. ESE and classroom teachers will collaborate regularly to discuss individual student needs.
Person Responsible	[no one identified]

#3	
Title	Science
Rationale	Our Science proficiency dropped from 79% to 68%
State the measurable outcome the school plans to achieve	Our goal is to improve our Science proficiency to above 80%.
Person responsible for monitoring outcome	Warren Stevens (stevensw@santarosa.k12.fl.us)
Evidence-based Strategy	Teachers will facilitate lessons taken from Turnkey focused on grade level expectations with emphasis on "Must Teaches", encourage standards based student feedback strategies, and increased student engagement through the use of hands on experiments.
Rationale for Evidence-based Strategy	Teacher provided specific feedback based on learning goals while encouraging students to self reflect allows students to take ownership in their learning. Active learning through hands on experiments will keep students focused on the Science standards while nurturing a love of science.
Action Step	
Description	1. Turnkey Science inservice for all teachers focused on grade level expectations and "Must Teaches". 2. PLC teacher inservice based on Ron Clark, student engagement strategies. 3. PLC teacher inservice based on questioning strategies with AIS.
Person Responsible	Warren Stevens (stevensw@santarosa.k12.fl.us)

#4	
Title	SWD ELA Learning Gains
Rationale	SWD ELA Learning Gains were 37% vs 69% for overall population

State the measurable outcome the school plans to achieve	SWD ELA Learning Gains will be above 50%.
Person responsible for monitoring outcome	Warren Stevens (stevensw@santarosa.k12.fl.us)
Evidence-based Strategy	Teachers (classroom and ESE) in collaboration with grade level facilitators (PLC Groups) will focus on clear stated learning goals, feedback practices, along with regular and repeated practices.
Rationale for Evidence-based Strategy	Clear learning goals allow students to self evaluate and create a learning path. Focused practice provides an avenue for structured regular feedback practices which in turn encourage open dialogue and more accurate self assessment.

Action Step	
Description	1. Professional development PLC based on critical thinking. 2. Professional development PLC based on writing using paired texts. 3. Professional development PLC based on guided questioning. 4. Data Chats focused on bottom 25%. 5. ESE and classroom teachers will collaborate regularly to discuss individual student needs.
Person Responsible	Warren Stevens (stevensw@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).