

Santa Rosa County School District

Chumuckla Elementary School



2021-22 Schoolwide Improvement Plan

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Chumuckla Elementary School

2312 HIGHWAY 182, Jay, FL 32565

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

Demographics

Principal: Christy Baggett

Start Date for this Principal: 7/1/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (61%) 2016-17: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/5/2021.

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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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	9%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

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<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.

Chumuckla Elementary School is committed to:
Offering educational programs that stimulate students.
Providing students the opportunity to participate in real-life, practical experiences.
Ensuring students' readiness to learn at all levels.
Continuing participation in professional development and growth.
Providing a learner-centered environment that supports all stakeholders.

Provide the school's vision statement.

Chumuckla Elementary School believes that every child has the ability to achieve excellence in all they do by demonstrating the school's expectations of: Trustworthy, Respectful, Responsible Indians (who) Believe in Excellence! We believe that every child can become an active and successful contributing member of society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Carnley, Danny	Principal	<p>1) Manage and administer the overall instructional program at the assigned school.</p> <p>2) Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. 3) Manage and administer the accreditation program for the assigned school.</p> <p>4) Actively participate, as requested, in the development and adoption of district assessment, textbooks and curriculum programs.</p> <p>5) Participate, as requested, in the development of District guides related to instruction and personnel.</p> <p>6) Participate, as requested, in the development and adoption of the District's assessment program.</p> <p>7) Manage and administer the assessment program for the school. Manage and supervise the wise use of personnel resources.</p> <p>8) Manage, supervise and evaluate personnel.</p> <p>9) Manage and administer the development of long and short-range instructional and facility needs.</p> <p>10) Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school.</p> <p>11) Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility.</p> <p>12) Coordinate facility and support service requirements with appropriate district offices.</p> <p>13) Coordinate and supervise the transportation services at the assigned school.</p> <p>14) Manage the discipline of students on buses, including statutory provisions for suspension.</p> <p>15) Maintain a high visibility within all areas of the facility.</p> <p>16) Establish guidelines for proper student conduct and effective disciplinary procedures and policies.</p> <p>17) Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies.</p> <p>18) Manage and supervise the function of financial planning for the school, including the preparation of the school's budget.</p> <p>19) Manage and supervise, through wise use, the financial resources of the school.</p> <p>20) Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.</p> <p>21) Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.</p> <p>22) Manage and administer the preparation of financial reports for the school.</p> <p>23) Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process.</p> <p>24) Manage and administer through statute and District guidelines, the school food service program.</p> <p>25) Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>26) Be proactive in decisions relating to school and community well-being.</p> <p>27) Use effective positive interpersonal communication skills.</p> <p>28) Actively participate in the recruitment of business partnership to benefit the school community.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>29) Assign and supervise special tasks to school personnel.</p> <p>30) Assign to teachers such responsibility and authority for student control as deemed appropriate.</p> <p>31) Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p> <p>32) Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. 33) Manage the implementation and administration of negotiated employee contracts at the school level.</p>
Baggett, Christy	Assistant Principal	<p>1) Coordinate all aspects of elementary curriculum. Coordinate faculty, year level and individual teacher's planning, as assigned.</p> <p>2) Assist teachers in interpreting and implementing the District's curriculum.</p> <p>3) Coordinate, as assigned, research related to curriculum development.</p> <p>4) Recommend curriculum adjustments to meet the special learning needs of individual children.</p> <p>5) Assist teachers in organizing classrooms for effective learning.</p> <p>6) Implement and schedule the standardized testing program when assigned.</p> <p>7) Establish and maintain a system of school-wide textbook accountability.</p> <p>8) Schedule and plan in-service programs and prepare required reports.</p> <p>9) Work with the media specialist in adapting and improving the use of media in the school.</p> <p>10) Participate in proposed and on-going curriculum development projects.</p> <p>11) Serve, at the direction of the Principal, as advisor and special consultant to probationary employees.</p> <p>12) Coordinate the grade placement and grouping of children.</p> <p>13) Assist the Principal in planning and carrying out staff and parent curriculum meetings.</p> <p>14) Serve as the administrative representative on the school's MTSS team.</p> <p>15) Complete special assignments assigned by the Principal.</p> <p>16) Assume building supervisory responsibility in the absence of the Principal.</p> <p>17) Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline.</p> <p>18) Assist in the supervision of all school activities and programs.</p> <p>19) Supervise students in order to maintain a safe and orderly environment.</p> <p>20) Assist the Principal in planning and implementing the school improvement program.</p> <p>21) Assist the Principal and other staff in maintaining a clean and safe school plant.</p> <p>22) Assist in the selection, supervision and evaluation of all school personnel.</p> <p>23) Prepare such records and reports as the Principal may assign.</p> <p>24) Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Leonard, Sandie	School Counselor	<p>1) Guidance counselor is responsible for the registration of new students and scheduling of all students.</p> <p>2) Assists students in the selection of classes and graduation options.</p> <p>3) Provides small group developmental guidance activities to all students.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>4) Provides personal/social, behavioral, and/or academic counseling to all students.</p> <p>5) Provides assistance in the screening, referral, identification and placement of students with special needs.</p> <p>6) Provides assistance to parents of all students.</p> <p>7) Provides appropriate consultation and staff development to school personnel and/or parents/community as needed.</p> <p>8) Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities.</p> <p>9) Organizes and conducts career and college information programs.</p> <p>10) Provides information regarding community service opportunities and enters community service hours in the computer.</p> <p>11) Provides information and counseling for Bright Futures opportunities and registration.</p> <p>12) Coordinates dual enrollment programs. Identifies and counsels potential dropouts, offering them other options.</p> <p>13) Counsels students who are experiencing attendance difficulties.</p> <p>14) Interprets test results to parents, students, and other school staff.</p> <p>15) Assists students and families in need with providing basic care through referrals to appropriate resources. 16) Provides orientation for all incoming and new students.</p> <p>17) Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education).</p> <p>18) Identifies and refers students as needed to appropriate agencies (i.e. mental health, Lutheran Services, etc.).</p> <p>19) Continually enhances the overall guidance program through in-service opportunities.</p> <p>20) Evaluates the overall guidance program on a continuing basis.</p> <p>21) Provides assistance and information to faculty, students and parents in regard to multi-cultural education. 22) Assists in the orientation of new faculty/ staff members.</p> <p>23) Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor. 24) Provides input in the development of curriculum and the master schedule.</p> <p>25) Coordinates the proper maintenance, transfer, and acquisition of students' records as required.</p> <p>26) Assists in the maintenance of the automated student data system.</p> <p>27) Attends and participates in faculty meetings. 28) Coordinates all award presentations.</p> <p>29) Contributes to the MTSS meetings.</p> <p>30) Establishes and maintains cooperative relations with students, faculty, staff and parents.</p> <p>31) Assumes the responsibility to maintain a valid Florida teachers' certificate.</p> <p>32) Provides own method of transportation to various locations when required.</p> <p>33) Performs other tasks and responsibilities as assigned by the principal.</p>
Looze, Laura	Teacher, K-12	<p>Academic Intervention Specialist</p> <p>1) Provides daily intensive reading instruction to K-5 students.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>2) Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers, and community-based family partners.</p> <p>3) Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families. 4) Provides information, training, and support for families and educators.</p> <p>5) Collaborates with all other professional reading and support personnel in the delivery of multi-tiered system of support for teachers and students.</p> <p>6) Assesses students using a variety of measures to determine appropriate instructional needs.</p> <p>7) Provides ongoing training and follow-up in the use of assessment tools to assist the continuous development of students. 8) Collaborates with and coach teachers on the use of assessment data to plan instruction.</p> <p>9) Analyzes school literacy data and plan for future literacy needs. Collects data/ranking sheets.</p> <p>10) Organizes and monitors intervention groups.</p> <p>11) Communicates with faculty and staff with professionalism.</p> <p>12) Exhibits strength in professionalism and communication skills.</p> <p>13) Demonstrates characteristics of an on-going learner.</p> <p>14) Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. 15) Serves as a reading contact between the Literacy Department and elementary schools.</p>

Demographic Information

Principal start date

Monday 7/1/2013, Christy Baggett

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

357

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

1

Demographic Data

Early Warning Systems

2021-22

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	62	53	39	64	38	51	50	0	0	0	0	0	0	357
Attendance below 90 percent	14	17	8	17	8	9	13	0	0	0	0	0	0	86
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	2	1	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	3	7	5	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	13	9	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	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	1	0	6	5	0	0	0	0	0	0	12

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	1	3	1	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/31/2021

2020-21 - 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	
Number of students enrolled	40	33	57	33	50	46	48	0	0	0	0	0	0	307
Attendance below 90 percent	1	2	7	1	3	1	3	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	0	1	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	1	0	0	0	0	0	0	1

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	1	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	40	33	57	33	50	46	48	0	0	0	0	0	0	307
Attendance below 90 percent	1	2	7	1	3	1	3	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	1	0	1	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	1	0	0	0	0	0	0	1

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	1	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	68%	57%	66%	64%	56%
ELA Learning Gains				68%	64%	58%	47%	53%	55%
ELA Lowest 25th Percentile				61%	56%	53%	50%	45%	48%
Math Achievement				76%	72%	63%	78%	72%	62%
Math Learning Gains				67%	67%	62%	53%	62%	59%
Math Lowest 25th Percentile				35%	52%	51%	58%	52%	47%
Science Achievement				67%	65%	53%	73%	64%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	71%	-4%	58%	9%
Cohort Comparison						
04	2021					
	2019	75%	66%	9%	58%	17%
Cohort Comparison		-67%				
05	2021					
	2019	57%	69%	-12%	56%	1%
Cohort Comparison		-75%				
06	2021					
	2019	77%	63%	14%	54%	23%
Cohort Comparison		-57%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	84%	71%	13%	62%	22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	75%	73%	2%	64%	11%
Cohort Comparison		-84%				
05	2021					
	2019	64%	71%	-7%	60%	4%
Cohort Comparison		-75%				
06	2021					
	2019	77%	66%	11%	55%	22%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	66%	65%	1%	53%	13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools include Renaissance STAR Early Literacy, STAR Reading, STAR Math, and Performance Matters/Unify assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34/41%	32/91%	32/72%
	Economically Disadvantaged	15/33%	13/85%	13/54%
	Students With Disabilities	11/36%	10/80%	10/60%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34/77%	33/94%	32/75%
	Economically Disadvantaged	15/87%	14/93%	13/62%
	Students With Disabilities	11/73%	11/91%	11/64%
	English Language Learners	0	0	0
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55/47%	60/63%	60/68%
	Economically Disadvantaged	18/39%	20/40%	22/55%
	Students With Disabilities	8/12%	8/13%	9/33%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	57/48%	61/62%	60/77%
	Economically Disadvantaged	18/28%	21/57%	22/68%
	Students With Disabilities	8/50%	9/67%	9/78%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/69%	41/78%	41/71%
	Economically Disadvantaged	9/43%	10/70%	10/70%
	Students With Disabilities	6/17%	9/56%	9/56%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35/86%	41/68%	41/76%
	Economically Disadvantaged	7/71%	10/60%	10/90%
	Students With Disabilities	6/33%	9/22%	9/44%
	English Language Learners	0	0	0
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45/73%	46/59%	0
	Economically Disadvantaged	11/64%	12/50%	0
	Students With Disabilities	8/63%	8/75%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47/60%	46/59%	0
	Economically Disadvantaged	11/55%	12/50%	0
	Students With Disabilities	9/33%	8/50%	0
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	50/48%	50/58%	0
	Economically Disadvantaged	13/54%	13/54%	0
	Students With Disabilities	7/14%	6/17%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50/58%	50/64%	0
	Economically Disadvantaged	13/85%	13/62%	0
	Students With Disabilities	7/29%	7/29%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	51%	62%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45/76%	43/77%	0
	Economically Disadvantaged	13/62%	12/59%	0
	Students With Disabilities	9/56%	8/50%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45/62%	43/65%	0
	Economically Disadvantaged	13/39%	12/42%	0
	Students With Disabilities	9/33%	8/50%	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	36	69	80	39	23						
WHT	65	62	47	66	54	33	61				
FRL	39	44		53	41	40	40				
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	22	40	50	35	37	23					
MUL	50										
WHT	73	67	63	78	69	35	69				
FRL	58	68	57	65	54	29	60				
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	30	39	40	48	43	40					
WHT	67	47	53	80	54	61	72				
FRL	57	46	48	75	56	60	70				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
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	386
Total Components for the Federal Index	7
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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	55
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

First grade had an increase in math proficiency from fall to spring 41% to 72%; yet there was a major increase from fall to winter 41% to 72%. Second grade had a steady increase in ELA (47% to 63% to 68%) and math (48% to 62% to 77%) proficiency, including the SWD subgroup (ELA 12% to 13% to 33%; math-50% to 67% to 78%). In third grade ELA, there was no change in the SWD subgroup from winter to spring (56%), yet all students increased in ELA from fall to spring with a decline between fall and winter (69% to 78% to 71%). In third grade math proficiency, there was a decrease from fall to spring for all students (86% to 76%); however, there was an increase in the SWD subgroup (33% to 44%). FSA overall school data shows that from 2018 to 2019, there was an increase in proficiency, (66% to 71%) and learning gains in all students (47% to 68%) and students in the lowest 25th percentile level (50% to 61%) in ELA. There was a slight proficiency decrease in math (78% to 76%), and there was a significant decrease in LG in the lowest 25th percentile (58% to 35%). There was a decrease in overall science proficiency (73% to 67%).

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Overall, there is the need for improvement in math; however, there is a great need for improvement in both proficiency (2019-76%) and learning gains in students at the lowest 25th percentile (2019-35%) in math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There was a change in math curriculum from 2018 to 2019; yet it was not a complete new adoption of materials. There seemed to be gaps that had to be filled to meet all of the standards. Math intervention resources and time were limited. In order to address these needs we will supplement the curriculum with materials that address the standards, identify appropriate interventions for math and adjust schedules to address student needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

There was a 22% increase in overall LG in ELA from 2018-2019. The LQ in ELA increase by 11 percentage points. Math learning gains increased by 14% for all students on FSA from 2018-2019. There was an increase in math proficiency on STAR Math in grade 2. In both second and third grade, the SWD subgroup showed an increase in proficiency in math. In second grade, there was a 28% increase, and third grade SWD students had an 11% increase in proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

There was an increased level of fidelity while teaching ELA in the classroom. We received additional ESE staff both instruction and educational support. Saxon math was used as an intervention strategy which helped to show an increase in math scores in these grades.

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

Our instruction is now based on the B.E.S.T. Standards. We have adopted a new reading curriculum in grades K-6. We are using new Tier 2 intervention materials to support the curriculum, as well as ESSA approved reading intervention programs for Tier 3. We also have a ESSER interventionist.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

This year our focus for professional development will be on the new ELA curriculum and BEST Standards. Grade levels will combine to form professional learning communities to help them better understand and provide the instructional tools they need to teach the new curriculum and implement the new BEST Standards. We will also be providing professional development for "Do the Math" intervention program and any other instructional professional development based on teacher needs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Determination of additional services or support will be determined by observation through walk throughs and formal and informal observations in classrooms. Additional intervention or teaching strategies to increase student performance will be addressed upon need.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	In third grade math proficiency, there was a decrease from fall to spring for all students (86% to 76%), even though there was an increase in the SWD subgroup (33% to 44%). There was a slight proficiency decrease in math (78% to 76%), and there was a significant decrease in LG in the lowest 25th percentile (58% to 35%).
Measurable Outcome:	Our goal for the 21-22 school year will be for at least 62% of students to be proficient in math, learning gains, and in the lowest 25th percentile.
Monitoring:	Students will be monitored through Star Testing, MTSS, and tracking data with our ESSER interventionist.
Person responsible for monitoring outcome:	Christy Baggett (baggettc@santarosa.k12.fl.us)
Evidence-based Strategy:	According to Vanderbilt Peabody College, small-group explicit instruction involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner period.
Rationale for Evidence-based Strategy:	According to the IRIS center at Vanderbilt Peabody College, research has proven that using explicit instruction is highly effective and significantly improve the student's ability to perform mathematically. In the same report from VPC, it stated that although all students will benefit from this type instruction, students that struggle in math often require explicit instruction if they are going to learn foundational grade-level skills and concepts. In addition, according to a 2009 article by Gersten, Chard, Jayanthi, Baker, Morphy and Flojo, "an influential medi-analysis of mathematics in interventions indicated that explicit instruction led to large improvements in student mathematical skills."

Action Steps to Implement

1. Analyze and interpret data to determine the students in this category and determine how many points are needed for each to make a learning gain.
2. Closely monitor these students through the MTSS process.
3. Assign each student an adult mentor to meet weekly and provide tailored instructional support with a goal motivating the student to achieve academic success and continuous improvement.
4. Administration will conduct classroom walk-throughs to identify and give teacher feedback on explicit instruction happening in the classrooms.
5. Teachers will participate in any professional development opportunities, including conferences, and any district-offered training that will help them design their small-group instruction centered around explicit instruction.
6. As available, an additional teacher or support personnel will be in the classroom to help with small-group instruction.
7. ESE teachers, support personnel, the ESSER Interventionist, and classroom teachers will work together collaboratively to ensure there are no gaps in instruction/learning.
8. Host family engagement activities that focus on closing gaps for students with substantial math deficiencies.
9. We will also continue to organize parent involvement activities and events that build parent capacity.

Person Responsible Danny Carnley (carnleyj@santarosa.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Learning gains within our Students with Disabilities (SWD) subgroup: of the students who make up our lowest quartile about 1/3 are students with disabilities (SWD). Many students within this subgroup struggle to make achievement goals in both ELA and Math. Of these students, zero percent (0%) made learning gains in grades 4 and 5. The reason why this subgroup is a focus area for us is that the Federal Index from 2018-2019 was 35% which is less than the Florida Department of Education's 41% threshold.
Measurable Outcome:	The measurable outcome that we plan to achieve is that this subgroup will have a Federal Index of at least 42%, so that CES will no longer be a TS&I school.
Monitoring:	Students will be monitored through Star Testing, MTSS, and tracking data with our Academic Intervention Specialist and our ESSER interventionist.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Multisensory Teaching Techniques-this is a teaching strategy that helps an individual learn by using more than one sense. Students are presented new concepts and skills that allow them to engage different parts of their brain.
Rationale for Evidence-based Strategy:	In "Brain-Friendly Strategies for the Inclusion Classroom," written by Judy Willis, it states, "that neuroimaging studies have shown that there is a greater amount of activity in the brains information processing areas following a multisensory input than there is following a single sense input". Students with disabilities, do not always learn the same way and often need several different presentations of a new concept or skill in order to process the information.

Action Steps to Implement

1. Analyze and interpret the data to ensure all SWD students are properly identified.
2. Conduct data chats with classroom, ESE teachers, and support personnel that are involved with each of these students.
3. Teachers will participate in professional development opportunities, including conferences, and district-offered training that focus on multi-sensory instruction.
4. ESE teachers, support personnel, the Academic Intervention Specialist, ESSER Interventionist, and classroom teachers will work together collaboratively to ensure there are no gaps in instruction/learning.
5. The progress of these students will be closely monitored by the MTSS team, and interventions/support will be added as necessary.
6. The adopted curriculum will be supplemented with additional resources as needed, including manipulatives.
7. Host family engagement activities that focus on closing gaps for students with substantial reading and math deficiencies.
8. Continue to organize parent involvement activities and events that build parent capacity.

Person Responsible Christy Baggett (baggettc@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	This year our district adopted a new reading curriculum. To ensure instruction is taught with fidelity, teachers will participate in grade level, evidence-based professional development.
Measurable Outcome:	In grades K-5, 80% of students will show 70% or greater proficiency on the HMH module assessments.
Monitoring:	Administration will monitor professional development activities through sign-in sheets, PLC attendance, agendas and minutes. Classroom walkthroughs will be conducted by administration to observe the level of fidelity of instruction being used in the classroom that was discussed during the PLC meetings. The idea is that instruction fidelity for the new HMH curriculum will increase through participation in PLCs.
Person responsible for monitoring outcome:	Christy Baggett (baggettc@santarosa.k12.fl.us)
Evidence-based Strategy:	Professional development for all teachers focused on the new adoptive curriculum, including, but not limited to, professional learning communities (PLC's), district professional development training, or school based professional development.
Rationale for Evidence-based Strategy:	"Joslin (1980) found that in-service programs were effective in changing teacher achievement, skills, and attitudes." - John Hattie Melanie S. Morrissey states in Professional Learning Communities: An Ongoing Exploration, "We believe that professional learning communities offer an infrastructure to address these issues. The structure provides a context of collegiality, which supports teachers and administrators in improving their practice through learning new curriculum and instructional strategies and the methods for interacting meaningfully with each child."

Action Steps to Implement

1. We will assign grade level PLC membership to assure that all teachers and interventionists teaching HMH are included.
2. Each PLC will develop a date and schedule for meetings.
3. The schedule will be submitted to administration for review and approval.
4. Teachers will participate in PLC meetings and submit minutes to administration.
5. Teachers will also participate in district or school provided in-service training.

Person Responsible Christy Baggett (baggettc@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We did not find our school listed in this report. As a general rule CES has minimal behavior issues. The majority of our student referrals originate from classroom disruptions such as talking or not following directions. We do have a few referrals involving aggressive acts, but most of them are very minor. We have less than 1% of repeated offenders. Our teachers do an excellent job with classroom management which helps to alleviate many discipline issues. We continue to monitor this data throughout the year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Chumuckla Elementary School will include students, parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education. We will support this commitment by, conducting an annual Title 1 meeting for parents. All parents will be invited and encouraged to attend. During this meeting, we will focus on explaining the requirements of Title I Program, the right of parents to be involved, Parent Compact, School Public Accountability Report, Parent Involvement Plan, School Grade, and our School Climate Survey. We will continue to host family engagement activities that focus on closing gaps for students with substantial reading and math deficiencies. We will also continue to organize parent involvement activities and events that build parent capacity.

We will offer a flexible number of meetings to accommodate the varying schedules of parents. Child care may be provided if applicable. We will establish a parent involvement advisory committee (School Advisory Council) that includes faculty, staff, parents, business members, and community members. All parents are encouraged to attend/observe meetings. The Council is reflective of our schools diversity. The School Advisory Council will provide input for our school, assess the effectiveness of the Parent Involvement Program, and make recommendations for positive changes regarding parent involvement. The Council shall serve in an advisory capacity to the school principal, to assist in the development of the educational program, and in the preparation and evaluation of the School Improvement Plan required pursuant to Section 230.23 (18), Florida Statutes.

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

Students and their Families:

At CES, we believe all of our stakeholders play an important role in the success of our school. If we had to select the stakeholders of the most importance, it would be the students and their families. We know how vital it is for students to succeed, and student achievement is our top priority. However, before student achievement is addressed, students must feel that they are in an environment where they feel safe, loved, and valued as individuals. Our teachers, staff, and administration strive each day to ensure that every student has these basic needs met. Our motto changes each year based on our Accelerated Reader theme, but regardless of what that may be, the slogan that is promoted throughout the school ends with "Every Child, Every Day." Our CES families have the opportunity to provide input into the decisions we make at the school. We also try to ensure that good communication exists between the school and our families. We offer many opportunities for families to be involved in the education of their students such as Family Literacy Nights, Steam Family events, and Interactive Movie nights. Our students are rewarded in the classroom and during school-wide Positive Behavior Intervention and Supports (PBIS) activities. We use the Title 1 funds that we receive each year to ensure that students have the necessary instructional materials in the classroom. We will continue to host family engagement activities that focus on closing literacy gaps for students with substantial reading and math deficiencies. We will also continue to organize parent involvement activities and events that build parent capacity.

Teachers and Staff:

We strive to ensure that the needs of our teachers are met regarding supplies, curriculum, and personal needs. Just like the students, we want them also to feel safe, loved and valued. Our teachers and staff know that our administration is there for them whatever they may be experiencing such as it is an academic or behavioral issue with a student, technology or curriculum issues, or simply day-to-day classroom or building issues. We try to include our staff in the decision-making process regarding each aspect of the daily and yearly operations of the school. Finally we use funds raised through our Spirit Nights to recognize and appreciate the dedication of our teachers and staff. We believe that if we can promote a positive environment and keep a high morale with our teachers and staff, it will be evident in the way students are treated.

Volunteers:

At CES we are extremely fortunate to have parents and community members that are willing to serve as volunteers in our school. It has been challenging this past school year to continue to function without these men and women who give so selflessly to help our students, teachers, and school. We know that once the restrictions associated with COVID-19 are lifted, we will again see these wonderful people back in our school. They do so much for us to help promote a positive culture and environment. One of the most important ways they help to do this is by helping to lessen the amount of work for our teachers. At the end of each year, we host a volunteer appreciation luncheon to let them know how much they mean to our school.

Community Members:

CES is fortunate to be a part of such a close-knit community. Any time we have a need, our community is willing to assist. Many of our community members attended CES during their elementary years, so our community takes great pride in our school being a vital part of the community. Knowing that we have the support of our community also helps to promote a positive culture and environment.