Gulf Breeze Elementary School

2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	21%
2020-21 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%)
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-5	No	20%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	13%

School Grades History

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

School Board Approval

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Coady, Tricia	Teacher, K-12	• Serve K-5 students (to include ESE**) in the lowest 25% in Tier 1/2/*3 instruction • Serve students in ELA/math • Provide daily intensive instruction for small group during Tier 1 (90 minutes ELA and 60 minutes Math) and/or • Provide daily intensive Tier 2 (no less than 15 minutes three times per week) and/or Tier 3 (no less than 30 minutes per day) intervention in small groups or one-on-one instruction • Use district approved/supported Tier 2/*3 intervention programs and protocols o Based upon the researched-based program, intervention minutes may change • Complete PMP documentation on students served o Administer progress monitoring assessments to students served • Collaborate with AIS on "Read at Home" Plan and family involvement • Complete reporting requirements as pertains to grants • Collaborate with MTSS Team to provide data for students served • Work with the teacher and use progress-monitoring data to plan intervention lessons and activities that are most appropriate for each student
Stevens, Warren	Principal	* Manage and administer the overall instructional program at the assigned school. * Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. * Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. * Manage and administer the accreditation program for the assigned school. * Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. * Participate, as requested, in the development of District guides related to instruction and personnel. * Participate, as requested, in the development and adoption of the District's assessment program. * Manage and administer the assessment program for the school.. * Manage and supervise the wise use of personnel resources. * Manage, supervise and evaluate personnel. * Manage the implementation and administration of negotiated employee contracts at the school level. * Manage and administer the development of long and short-range instructional and facility needs. * Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school.

Name	Position Title	Job Duties and Responsibilities
		* Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. * Coordinate facility and support service requirements with appropriate district offices. * Manage the discipline of students on buses, including statutory provisions for suspension. * Maintain a high visibility within all areas of the facility. * Establish guidelines for proper student conduct and effective disciplinary procedures and policies. * Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. * Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. * Manage and supervise, through wise use, the financial resources of the school. * Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. * Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. * Manage and administer the preparation of financial reports for the school. * Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. * Manage and administer through statute and District guidelines, the school food service program. * Develop and maintain positive school/community relations and act as liaison between the two. * Be proactive in decisions relating to school and community well-being. * Use effective positive interpersonal communication skills. * Actively participate in the recruitment of business partnership to benefit the school community. * Assign and supervise special tasks to school personnel. * Assign to teachers such responsibility and authority for student control as deemed appropriate. * Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
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.

Name	Position Title	Job Duties and Responsibilities
		• 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. • 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

Name	Position Title	Job Duties and Responsibilities
		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. • 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.

Name	Position Title	Job Duties and Responsibilities
		• 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 p
Royal, Rebecca	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 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

Name	Position Title	Job Duties and Responsibilities
		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 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,

Name	Position Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date

Wednesday 7/1/2009, Warren Stevens

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.*

6

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.*

8

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

807

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

8

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

8

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	109	11	138	144	153	163	0	0	0	0	0	0	0	718
Attendance below 90 percent	5	9	3	7	2	5	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	4	2	3	2	0	0	0	0	0	0	0	15
Course failure in Math	0	1	2	2	2	3	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	8	9	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	11	11	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	1	13	6	4	3	2	0	0	0	0	0	0	0	29

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

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

Date this data was collected or last updated

Tuesday 8/10/2021

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	91	117	112	139	141	144	0	0	0	0	0	0	0	744
Attendance below 90 percent	18	14	12	15	33	11	0	0	0	0	0	0	0	103
One or more suspensions	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	3	0	0	0	0	0	0	0	0	4

The number of students identified as retainees:

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

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	91	117	112	139	141	144	0	0	0	0	0	0	0	744
Attendance below 90 percent	18	14	12	15	33	11	0	0	0	0	0	0	0	103
One or more suspensions	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	3	0	0	0	0	0	0	0	0	4

The number of students identified as retainees:

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

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				82%	68%	57%	79%	64%	56%
ELA Learning Gains				69%	64%	58%	68%	53%	55%
ELA Lowest 25th Percentile				47%	56%	53%	54%	45%	48%
Math Achievement				84%	72%	63%	83%	72%	62%
Math Learning Gains				69%	67%	62%	75%	62%	59%
Math Lowest 25th Percentile				52%	52%	51%	66%	52%	47%
Science Achievement				68%	65%	53%	79%	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	89%	71%	18%	58%	31%
Cohort Comparison						
04	2021					
	2019	80%	66%	14%	58%	22%
Cohort Comparison		-89%				
05	2021					
	2019	77%	69%	8%	56%	21%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	86%	71%	15%	62%	24%
Cohort Comparison						
04	2021					
	2019	86%	73%	13%	64%	22%
Cohort Comparison		-86%				
05	2021					
	2019	76%	71%	5%	60%	16%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	68%	65%	3%	53%	15%
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				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	114/63%	122/94%	121/88%
	Economically Disadvantaged	14/43%	17/88%	17/82%
	Students With Disabilities	17/18%	17/94%	17/77%
	English Language Learners	2/0%	2/100%	2/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	114/72%	122/93%	121/93%
	Economically Disadvantaged	14/64%	17/77%	17/88%
	Students With Disabilities	17/59%	17/82%	17/77%
	English Language Learners	2/50%	2/100%	2/100%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	123/72%	117/86%	114/89%
	Economically Disadvantaged	23/48%	22/73%	25/76%
	Students With Disabilities	23/44%	23/61%	21/62%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	123/69%	111/83%	114/94%
	Economically Disadvantaged	23/65%	22/86%	25/92%
	Students With Disabilities	23/57%	22/64%	21/81%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	128/74%	137/82%	138/83%
	Economically Disadvantaged	21/76%	22/86%	23/91%
	Students With Disabilities	25/44%	24/50%	24/46%
	English Language Learners	1/0%	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	128/74%	137/81%	139/81%
	Economically Disadvantaged	21/71%	22/82%	23/70%
	Students With Disabilities	25/52%	24/58%	24/63%
	English Language Learners	1/0%	1/100%	1/100%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	141/81%	146/86%	0
	Economically Disadvantaged	12/58%	15/60%	0
	Students With Disabilities	17/53%	17/53%	0
	English Language Learners	1/0%	1/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	141/75%	147/83%	0
	Economically Disadvantaged	12/50%	15/53%	0
	Students With Disabilities	17/41%	17/59%	0
	English Language Learners	1/0%	1/100%	0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	147/78%	156/81%	0
	Economically Disadvantaged	22/77%	22/73%	0
	Students With Disabilities	12/33%	10/50%	0
	English Language Learners	1/0%	1/0%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	147/77%	156/87%	0
	Economically Disadvantaged	22/82%	22/77%	0
	Students With Disabilities	12/33%	10/70%	0
	English Language Learners	1/100%	1/100%	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	59%	70%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	61	50		71	90		55				
HSP	80			80							
MUL	73	73		88	82		83				
WHT	85	76	70	88	85	73	85				
FRL	65	59		73	82		87				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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	79
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	551
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	65
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	80
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	80
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	80
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	73
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?

Progress monitor tools and FSA data reflect improved student performance over the prior year in ELA, Math, and Science. High achievement scores are the result of strong learning gains in math and reading. Science progress monitoring assessment show strong gains between the fall and spring assessment. Learning gains were strong in both core and lower quartile student groups. A comparison of FSA 2019 to FSA 2020 shows that GBE students improved ELA Achievement from 82 to 84%, learning gains improved to 76%, up from 69%, and our lowest quartile ELA achievement improved to 64% from 47%. Math Achievement also improved to 88%, up from 83%. Math learning gains improved from 69% up to 84%, and the lowest quartile improved from 52% to 70%. Science achievement was also up, improving from 68% proficiency to 85%.

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

Although ELA SWD performance (based on FSA data) improved from 47% vs 52%, it remains the area in most need of improvement when compared to the school-wide ELA performance (84% proficient).

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

Our most academically challenged students often have the greatest need for intensive specialized instruction. Last year, the achievement level for this group improved from 47 to 52% proficient due to increased focus on tier 3 interventions and increased attention to small group rotations focused on current standards and student needs. We plan to continue to focus on tier three interventions by adding reading endorsed teachers to support the specialized instruction needed in tier 3.

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

Science achievement improved from 68 to 85 percent proficient and Math achievement increased from 83 to 88 percent proficient .

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

In addition to strong core whole group instruction, 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.

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

While continuing to emphasize tier 1 instruction via whole group and targeted small group instruction, additional focus on tier 2 and 3, students will be supported via core subject area support and specialized instruction during school-wide scheduled intervention time.

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.

Core instruction will be supported via school-wide PLCs focused on new reading and math standards, common assessments reviewed during grade level data chats, and district supported inservice focused on the new reading series. Tier 2 and 3 supports will scheduled school-wide, collaborative time will be scheduled for each grade level and tiered data will be reviewed in data chat sessions.

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

The most important factor in sustainability is the broadening of instructional knowledge. Both core instruction (tier 1) and interventions (tier 2 and tier 3) are based on the collaborative efforts of our academic team. Strengthening our tier 3 instruction and core reading knowledge base will directly impact learning for the foreseeable future.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Although our SWD ELA FSA results improved from 2019 to 2021, the subgroup still lags behind the school-wide results (52% vs 84% proficient).
Measurable Outcome:	SWD ELA FSA proficiency will be above 55%
Monitoring:	Progress toward this goal will be monitored using progress monitoring data to be discussed during grade level and administrative data chats. MTSS strategies and results are monitored via regular MTSS meetings involving MTSS team members, teachers, parents and administration. Adjustments to interventions are made based on data presented during both MTSS and Data Meetings.
Person responsible for monitoring outcome:	Warren Stevens (stevensw@santarosa.k12.fl.us)
Evidence-based Strategy:	MTSS meetings focused on varied levels of student supports and how those supports impact student achievement will rely on student data, teacher and parent feedback to allow for specific intervention based on student need. ELA tier 3 students will be supported by reading endorsed teachers who will also participate in subsequent MTSS meetings.
Rationale for Evidence-based Strategy:	MTSS is the systemic use of data to identify and monitor students at risk for academic failure, while identifying the interventions shown to be most effective for each student. The structure and process are designed to use a clear structure to progress through levels of support. ESE students identified as needing tier 3 support will be supported by a reading endorsed teacher, using research based materials, such as SIPPS, 95% Group, or Phonics for Reading , in addition to services listed on the IEP Parents, teachers and interventionist all participate in supporting the learning process.

Action Steps to Implement

1. Professional development PLC based on new B.E.S.T. standards for ELA
2. Professional development PLC based on Tier 2 and 3 intervention strategies
3. Data chats focused on student achievement growth and the identification of learning gaps
4. ESE and classroom teachers will collaborate regularly to discuss individual student needs

Person Responsible Warren Stevens (stevensw@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Although bottom quartile learning gains improved from 47% to 64% (2019 to 2021 FSA ELA comparison), the school wide learning gains were 76.
Measurable Outcome:	Increase bottom quartile learning gains to above 64%, based of FSA ELA
Monitoring:	ELA progress monitoring results will reviewed in grade level and with individual teachers. Those results will be the core focus of regular data chats.
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 the new B.E.S.T. standards by using clear stated learning goals with an attached rubric for student self assessment.
Rationale for Evidence-based Strategy:	Clear learning goals allow students to self evaluate and create a learning path. Research shows that systematic identification of skills and goals prior to delivery of instruction increases student focus and retention of targeted materials.

Action Steps to Implement

1. Professional development PLC based on new B.E.S.T. standards for ELA
2. Professional development PLC based on Tier 2 and 3 intervention strategies
3. Data chats focused on student achievement growth and the identification of learning gaps
4. ESE and classroom teachers will collaborate regularly to discuss individual student needs

Person Responsible   Warren Stevens (stevensw@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Although our bottom quartile learning gains for math improved from 52 to 70%, the school-wide learning gains for math were 84%.
Measurable Outcome:	Increase bottom quartile learning gains to above 70% based on math FSA.
Monitoring:	Progress monitoring will focus on classroom observations and data chats based on progress monitoring assessments.
Person responsible for monitoring outcome:	Warren Stevens (stevensw@santarosa.k12.fl.us)
Evidence-based Strategy:	Explicit instruction based on the new B.E.S.T. Standards in whole-group format, followed by small group instruction based on individual student learning needs focused on acceleration and remediation of learning.
Rationale for Evidence-based Strategy:	Explicit instruction is a high-impact strategy that has been shown to be especially successful mitigating academic deficiencies related to isolated academic concepts or strands. Small group instruction allows for the tailoring of academic focus to promote acceleration and/or acquisition of remedial skills.

Action Steps to Implement

1. Professional development PLC based on new B.E.S.T. standards for Math with focus on supporting remediation for small groups
2. Professional development PLC based on small group manipulative use to develop math critical thinking strategies with focus on supporting remediation and acceleration, based on student needs.
3. Data chats focused on student achievement growth and the identification of learning gaps with focus on collaborative strategy discussion, based on classroom experiences.
4. ESE and classroom teachers will collaborate regularly to discuss individual student needs with focus on students receiving tier 2, tier 3, or acceleration in small groups.

Person Responsible	Warren Stevens (stevensw@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the 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.

According to the "SafeSchoolsforAlex" site, GBE is tied for number 1 in the state with fewer than one suspension per 100 students and fewer than 1 drug related or violent acts per 100 students. The use of progressive discipline is used in conjunction with classroom behavior management and parent communication to manage student behaviors. Our teachers and administrators work closely with families in need of support to assure our student have the most positive learning environment.

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.

A positive school culture starts with the mindset that all classes will be inclusive and welcoming to all stakeholders. The spirt of inclusivity is stressed as an important part of building a positive school culture. Traditionally Gulf Breeze Elementary has benefitted from sustained partnerships throughout the Gulf Breeze Community. Our volunteers add to the richness of the student experience while supporting our school's vision and mission. We consistently have over 600 approved volunteers, contributing over 15,000 volunteer hours annually, working to give our students the best environment to find success.

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

Our most important stakeholders are our students. When changes are made or activities are added, the first question should be, "How will this impact the student experience?". An active Parent-Teacher Organization adds structure to our volunteer group, while supporting a wide variety of school functions and activities. Our School Advisory Council, along with teachers, administration and staff contribute to the formulation and review of our School Improvement Plan annually, while consistently working to improve the learning environment.