

Santa Rosa County School District

Chumuckla Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	19
IV. ATSI, TSI and CSI Resource Review	28
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	0

Chumuckla Elementary School

2312 HIGHWAY 182, Jay, FL 32565

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Baggett, Christy	Principal	<ol style="list-style-type: none"> 1. Manage and administer the overall instructional program at the assigned school 2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school 3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school 4. Manage and administer the accreditation program for the assigned school 5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs 6. Participate, as requested, in the development of District guides related to instruction and personnel 7. Participate, as requested, in the development and adoption of the District's assessment program 8. Manage and administer the assessment program for the school 9. Manage and supervise the wise use of personnel resources 10. Manage, supervise and evaluate personnel 11. Manage the implementation and administration of negotiated employee contracts at the school level 12. Manage and administer the development of long and short-range instructional and facility needs 13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school 14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility 15. Coordinate facility and support service requirements with appropriate district offices 16. Coordinate and supervise the transportation services at the assigned school 17. Manage the discipline of students on buses, including statutory provisions for suspension 18. Maintain a high visibility within all areas of the facility 19. Establish guidelines for proper student conduct and effective disciplinary procedures and policies 20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies 21. Manage and supervise the function of financial planning for the school, including the preparation of the school's budget 22. Manage and supervise, through wise use, the financial resources of the school 23. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services 24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds 25. Manage and administer the preparation of financial reports for the school 26. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process 27. Manage and administer through statute and District guidelines, the school food service program 28. Develop and maintain positive school/community relations and act as

Name	Position Title	Job Duties and Responsibilities
		<p>liaison between the two</p> <ol style="list-style-type: none"> 29. Be proactive in decisions relating to school and community well-being 30. Use effective positive interpersonal communication skills 31. Actively participate in the recruitment of business partnership to benefit the school community 32. Assign and supervise special tasks to school personnel 33. Assign to teachers such responsibility and authority for student control as deemed appropriate 34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems
Looze, Laura	Assistant Principal	<ol style="list-style-type: none"> 1. Coordinate all aspects of elementary curriculum 2. Coordinate faculty, year level and individual teacher's planning, as assigned 3. Assist teachers in interpreting and implementing the district's curriculum 4. Coordinate, as assigned, research related to curriculum development 5. Recommend curriculum adjustments to meet the special learning needs of individual children 6. Assist teachers in organizing classrooms for effective learning 7. Implement and schedule the standardized testing program when assigned 8. Establish and maintain a system of school-wide textbook accountability 9. Schedule and plan in-service programs and prepare required reports 10. Work with the media specialist in adapting and improving the use of media in the school 11. Participate in proposed and on-going curriculum development projects 12. Serve, at the direction of the principal, as advisor and special consultant to probationary employees 13. Coordinate the grade placement and grouping of children 14. Assist the Principal in planning and carrying out staff and parent curriculum meetings 15. Complete special assignments assigned by the principal 16. Assume building supervisory responsibility in the absence of the principal 17. Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline 18. Assist in the supervision of all school activities and programs 19. Supervise students to maintain a safe and orderly environment 20. Assist the Principal in planning and implementing the school improvement program 21. Assist the Principal and other staff in maintaining a clean and safe school plant 22. Assist in the selection, supervision, and evaluation of all school personnel 23. Prepare such records and reports as the principal may assign 24. Perform other incidental tasks consistent with the goals and objectives of this position
Strickland, Jessica	School Counselor	<ol style="list-style-type: none"> 1. Assist in the registration and placement of students 2. Provide classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 3. Provide personal, social, behavioral, and/or academic counseling to identified individuals or small groups 4. Oversee the provision of career development activities for students 5. Administer initial screenings and coordinates the referral process for identification and placement of students with special needs 6. Provide appropriate consultation with parents on all issues related to student success 7. Provide appropriate consultation and staff development to school personnel as needed 8. Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students 9. Track attendance and develop appropriate truancy intervention plans 10. Assist with referrals to other service providers and outside agencies 11. Develop 504 plans and health care plans as needed 12. Maintain access to current information regarding community resources 13. Organize community service projects 14. Coordinate district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff. 15. Provide or assists with student orientation 16. Evaluate the guidance program on a continuing basis 17. Consult with school personnel on issues regarding student discipline 18. Assist in the orientation of new faculty and staff members 19. Assist with parent/teacher conferences as requested 20. Oversee the proper maintenance of student records as required by applicable policies, regulations, and procedures 21. Attend and participate in faculty meetings 22. Accept responsibility for extra-curricular activities as assigned 23. Attend professional meetings and staff development activities 24. Maintain a valid Florida teacher's certificate 25. Provide own method of transportation to various locations when required 26. Perform other tasks and responsibilities as assigned by the principal
Walker, Jackie	Curriculum Resource Teacher	<ol style="list-style-type: none"> 1. Provide daily intensive reading instruction to K-5 students. Grade level will be dependent on school need 2. Promotes family involvement in education through partnerships between schools and parents 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 regarding reading intervention 5. Collaborates with all professional and support personnel in the delivery of reading intervention 6. Assess students using a variety of measures to determine appropriate

Name	Position Title	Job Duties and Responsibilities
		<p>instructional needs</p> <ol style="list-style-type: none"> 7. Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students 8. Collaborate with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for reading intervention needs 9. Document and monitor literacy data 10. Organize and monitor intervention groups 11. Communicate with faculty and staff with professionalism 12. Demonstrate characteristics of an on-going learner 13. Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately 14. Serves as a reading contact between the Literacy Department and elementary schools 15. Supports schools and parents in developing "Read at Home" plans for Tier III students as required by the District Literacy Plan

Gavin, Jamie	Teacher, ESE	<ol style="list-style-type: none"> 1. Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan 2. Collaborates with other teachers in full inclusion classrooms and non-instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans 3. Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study 4. Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction 5. Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans 6. Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration 7. Monitors and manages student behavior, reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of
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Name	Position Title	Job Duties and Responsibilities
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students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies

8. Participates in a variety of meetings, including Individual Education Plan (IEP) meetings for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development

9. Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team conducts monthly meetings to review data and discuss. Following the leadership team meetings, monthly faculty and MTSS meetings are facilitated to discuss the information with teachers and staff. At these meetings the teachers and staff have opportunities to review data and give input for the needs of the school. The school administration involves students, parents, families, and businesses in the review process through surveys and quarterly School Advisory Council (SAC) meetings.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored monthly for effective implementation. Each month the SIP will be reviewed at MTSS meetings, faculty meetings, and grade level data meetings. All needed revisions will be implemented after data review and instructional strategies adjusted. Stakeholder feedback from surveys and SAC meetings will also be considered for implementation. The leadership team will also have two district SIP review meetings with Continuous Improvement team members. Documentation of the monitoring will be submitted into the Title I Crate and documented in meeting minutes.

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

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	10%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	16	10	13	8	9	4	7	0	0	67
One or more suspensions	0	3	1	0	1	0	5	0	0	10
Course failure in English Language Arts (ELA)	0	1	1	1	0	0	1	0	0	4
Course failure in Math	0	1	1	0	1	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	3	9	7	10	0	0	29
Level 1 on statewide Math assessment	0	0	0	0	11	7	7	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	8	12	7	4	6	0	0	0	40

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	4	4	2	4	1	7	0	0	23

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	7	11	7	4	16	2	6	0	0	53
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	1	1	0	0	1	0	0	4
Course failure in Math	0	1	1	0	1	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	6	6	7	0	0	19
Level 1 on statewide Math assessment	0	0	0	0	9	7	6	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	3	3	3	3	0	0	0	15

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	7	11	7	4	16	2	6	0	0	53
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	1	1	1	0	0	1	0	0	4
Course failure in Math	0	1	1	0	1	1	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	6	6	7	0	0	19
Level 1 on statewide Math assessment	0	0	0	0	9	7	6	0	0	22
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	3	3	3	3	0	0	0	15

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	62	53	65	65	56	65		
ELA Learning Gains				61			63		
ELA Lowest 25th Percentile				33			53		
Math Achievement*	62	68	59	68	45	50	66		
Math Learning Gains				68			53		
Math Lowest 25th Percentile				55			30		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	67	57	54	55	68	59	56		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress		77	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	259
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	66			
FRL	64			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	3	
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	57			
FRL	48			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			62			67					
SWD	43			39							2	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	64			62			64				4	
FRL	61			57			68				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	65	61	33	68	68	55	55					
SWD	37	39	30	52	56	27						
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	65	59	33	67	68	53	57					
FRL	52	48	35	56	66	53	24					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	65	63	53	66	53	30	56					
SWD	36	69	80	39	23							
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	65	62	47	66	54	33	61					
FRL	39	44		53	41	40	40					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	73%	64%	9%	54%	19%
04	2023 - Spring	63%	68%	-5%	58%	5%
06	2023 - Spring	52%	55%	-3%	47%	5%
03	2023 - Spring	68%	61%	7%	50%	18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	65%	63%	2%	54%	11%
03	2023 - Spring	84%	70%	14%	59%	25%
04	2023 - Spring	52%	72%	-20%	61%	-9%
05	2023 - Spring	80%	63%	17%	55%	25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	55%	10%	51%	14%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

After reviewing the 22-23 FAST data for PM3, it was determined that our lowest academic performance area was our 4th grade ELA and Math proficiency. 4th grade ELA proficiency was 62% and our math proficiency was 52%. A few factors that contributed to this may have been due to a change in an instructional unit mid-year and this specific cohort contains the highest population of SWDs in the school.

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

The schools only decline from the previous year was our fourth grade ELA by 1%. The main factor that contributed to this decline is the 4th grade ELA proficiency scores. Again, the 4th grade had a change in instructional unit mid-year and also contains the highest number of SWD in the school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap that we experienced in our FAST scores was our 4th grade Math proficiency. CES fell below the state average by 9%. 4th grade had a change in an instructional unit mid-year and has the highest population of SWD in the school. Through data review it was also determined that foundational math skills is an area that needs to be improved upon.

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

5th grade Science scores for the 23-24 school year increased by 10 points in proficiency from the year before. The major difference this year compared to previous year is the behavioral and academic level of the students in that cohort.

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

Our EWS data indicates a need for improvement in attendance rates and improving our level of performance on state wide math assessments in grades 5 and 6.

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

1. Positive Culture and Environment specifically related to behavior.
2. ESSA subgroup specifically relating to students with disabilities.

3. Instructional practice specifically related to Math.
4. Instructional practice specifically related to collaborative planning.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Collaborative Planning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The FAST Progress Monitoring (PM) 3 data results from 2022-2023 demonstrated the following proficiency percentages for ELA: 3rd grade 68%, 4th grade 62%, and 5th grade 74%. The math results for FAST Progress Monitoring (PM) 3 were as follows: 3rd grade 84%, 4th grade 52%, and 5th grade 81%. In addition, classroom walkthrough data demonstrated a majority of teachers effectively aligning instruction to benchmarks. Collaborative planning gives teachers the time to plan benchmark aligned instruction, define the expectations, monitor progress and improve instruction.

Measurable Outcome:

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

Short Term: Walkthrough data will increase to 35% at mid-year in the area of standards based planning using the Marzano Focused Teacher Evaluation Tool. FAST data will reflect a minimum of 40% of students proficient in all content areas by mid-year.

Long Term: Walkthrough data will increase to 70% percent in the area of standards based planning using the Marzano Focused Teacher Evaluation Tool at the end of the year. FAST data will reflect a minimum of 62% of students proficient in all content areas by end of year.

Monitoring:

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

The school leadership team will be conducting standards based planning meetings and observations to provide support and feedback to teachers. The school leadership team will be present in common planning to support the development of explicit, intentional instruction that is aligned to state standards. The leadership team will meet monthly to review trends and adjust instructional practices as needed.

Person responsible for monitoring outcome:

Christy Baggett (baggett@c@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to increase knowledge in standards based planning, we will effectively implement the Marzano Focused Teacher Evaluation Model framework with "provides a methodology to support teacher growth as teachers make instructional shifts necessary to support students in rigorous, standards-based classrooms" (1). The model draws upon data from field research and validation studies, couples with findings from the extant literature on rigorous, standards-based instruction (2).

1. <https://www.marzano-center.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf>

2. https://www.marzano-center.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Explicit, standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. The Marzano Focused Teacher Evaluation Model is supported by wide research and demonstrates significantly increased student growth scores (1). The model is comprised of four domains directly tied to student achievement, two, Standards-Based Planning and Standards-Based Instruction, explicitly align to the Area of Focus.

(1). https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Collaborative planning meetings once a month focused on standards-based planning.

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

By When: Monthly by grade level.

Individual MTSS meetings to discuss data, monitor student progress and discuss strategies for instruction.

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

By When: Monthly

Monitor instructional strategies using the Marzano iobservation evaluation tool.

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

By When: Quarterly

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 proficiency goals in both ELA and Math. The data from 2019-2021 shows a steady, positive trend (+20%) in the area of Math for the L25 learning gains. However, the data from the 2019-2021 shows a decreasing trend (-28%) in the area of Reading for the L25 learning gains. The ELA proficiency for the SWD group in 2019 was 22%, in 2021 it was 36% and in 2022 it was 37%. The Math proficiency scores for the SWD group in 2019 was 35%, in 2021 it was 39% and in 2022 it was 53%.

The federal index for the SWD subgroup for 2021-2022 was 40%.

Measurable Outcome:

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

Chumuckla Elementary will strive to increase proficiency in ELA and Math for all students in the SWD subgroup with the goal of raising the federal index for this subgroup above 41%.

Monitoring:

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

We will use the following benchmark assessments to monitor progress, Star Early Literacy, Star Reading, FAST, and the HMH Module Assessments. For our ESE subgroup we will also use quarterly IEP Goal(s) progress reports for monitoring. With the data collected we will carefully monitor students through the MTSS process, identifying the need to strengthen Tier I instruction and to identify students needing Tier 2 and/or Tier 3 intervention.

Person responsible for monitoring outcome:

Laura Looze (loozel@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According to The IRIS Center Peabody College Vanderbilt University, Explicit, Systematic Instruction is an evidence-based strategy that, "involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner. Research has indicated that teaching mathematics in this manner is highly effective and can significantly improve a student's ability to perform mathematical operations (e.g., adding, multiplying, finding the square root) as well as to solve word problems. This strategy has been shown to be effective across all grade levels and for diverse groups of students, including students with disabilities and ELLs."

(1) <https://iris.peabody.vanderbilt.edu/module/math/cresource/q2/p04/#content>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using this strategy is the proven positive benefits of increasing student achievement for students and students with disabilities (SWD). By scaffolding instruction, modeling concepts or procedures in a step by step manner, providing feedback, correcting errors and reteaching concepts, we can increase student's knowledge in both ELA and Math standards. This evidence based strategy will help increase overall proficiency, learning gains, and learning gains for the L25% subgroup (data shows the majority of SWD students fall into the L25 subgroup).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

MTSS Meetings to review data, identify SWD students and academic needs.

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

By When: Monthly

Standards based collaborative planning meetings.

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

By When: Monthly

Collaboration meetings held with general education instructor and ESE push in teacher to discuss goals.

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

By When: Quarterly

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reflecting on discipline data from 21-22 to 22-23 we identified an increase in office discipline referrals, in-school suspensions, and out-of-school suspensions. In 21-22 CES had 84 office discipline referrals, 13 in-school suspensions, and 6 out-of-school suspensions. In 22-23 CES had 114 office discipline referrals, 32 in-school suspensions, and 4 out-of-school suspensions.

Measurable Outcome:

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

Short Term: Mid-year Chumuckla will have less than 42 office discipline referrals, less than 7 in-school suspensions, and less than 3 out-of-school suspensions.

Long Term: End-of-year Chumuckla will have less than 75 office discipline referrals, less than 10 in-school suspensions, and less than 5 out-of-school suspensions.

Monitoring:

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

Administration will monitor referrals quarterly through FOCUS, at monthly MTSS meetings, and during monthly leadership meetings.

Person responsible for monitoring outcome:

Laura Looze (loozel@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Chumuckla is a school-wide Positive Behavioral Interventions and Supports (PBIS) school with shared goals and behavior expectations. The use of PBIS at Chumuckla Elementary is used to create and promote a positive learning environment for all stakeholders. These expectations are posted throughout the hallways, classrooms, and other common areas. Teachers and staff strive to use positive interactions and reinforcements to elicit desired behavior from students. Students and parents are surveyed annually to measure their level of satisfaction with school decisions.

<chrome-extension://efaidnbmninnibpcajpcglclefindmkaj/https://ies.ed.gov/ncee/pubs/2022008/pdf/2022008.pdf>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The PBIS model is used to create a learning environment that all stakeholders feel safe and promotes high expectations for academic and behavior achievement. As we implement the PBIS model with fidelity, the desired outcome is to increase teacher retention and student, teacher, and parent satisfaction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Book Study: What's Your Procedure for That?

by: Patrice Cannon

Person Responsible: Laura Looze (loozel@santarosa.k12.fl.us)

By When: First Semester

Monitor classroom management procedures through Marzano iobservation evaluation tool.

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

By When: Quarterly

Increase parent communication through new ClassTag app.

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

By When: Daily, weekly, monthly

Implement the PBIS expectations and strategies; following all school rules and procedures, TRIBE (trustworthy, responsible/respectful, indians, believe in, excellence) expectations, and feather token economy system.

Person Responsible: Jessica Strickland (stricklandj@santarosa.k12.fl.us)

By When: Daily, weekly, monthly.

#4. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

After reviewing the 22-23 STAR and FAST Progress Monitoring 3 data, we identified two grade levels that had lower proficiency rates in the area of math. Second grade STAR math scores were at 73.1% proficiency and 4th grade FAST math scores were at 52% proficiency.

Measurable Outcome:

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

Short Term: Chumuckla Elementary mid-year FAST Math data for 3rd grade will be at 45% proficiency and 5th grade will be at 40% proficiency.

Long Term: Chumuckla Elementary end of year FAST Math data for 3rd grade will be at 75% proficiency and 5th grade will be at 60% proficiency.

Monitoring:

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

Administration will monitor with informal and formal observations using the Marzano observation tool, progress monitoring (FAST) in the Fall, Winter and Spring, monthly MTSS meetings to determine tier 2 and tier 3 needs, and monthly standard based planning meetings to collaboratively plan and provide feedback for standards based instructional strategies.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Power of Student Teams:

"Academic teaming as we define the practice involves students organized into small, diverse teams with clear protocols for engaging in standards-based academic work. These protocols empower students to support each other as they work toward achieving rigorous learning targets, with much less direct guidance needed from the teacher."

The Power of Student Teams by Michael D. Toth and David A. Sousa

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"Student-led academic teaming- when properly implemented- raises student achievement and engagement, helps improve student behavior, and contributes to a growth mindset. Academic teaming gives all students access to rigorous core instruction and effective support, increasing equity for diverse student populations. Academic teaming accelerates the learning of English language learners, students with special needs, students struggling behaviorally or academically, and students from low socio-economic backgrounds."

(1) The Power of Student Teams by Michael D. Toth and David A. Sousa

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Book Study: The Power of Student Teams
by: Michael Toth and David Sousa

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

By When: First Semester

Professional Development for Teachers provided by Instructional Empowerment on "The Power of Student Teams."

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

By When: Second Semester

Morning Math Club with a focus on multiplication facts for student fluency in grades 3-5.

Person Responsible: Jackie Walker (walkerj@santarosa.k12.fl.us)

By When: Start date: Mid September

MTSS meetings to review data and discuss student needs.

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

By When: Monthly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

A comprehensive assessment of the school's current needs is conducted, taking into account academic performance, student demographics, and specific challenges faced by the student body. This assessment helps identify areas where additional resources are required. The district allocates Title 1 budget funds to support our school. Key stakeholders, including administrators, teachers, and community members, review and prioritize the identified needs. Stakeholders examine available funds and help determine the most effective allocation strategy to address the identified needs. After shared decisions are made to address identified needs, it is crucial to monitor and track the allocation of resources. Regular reviews and evaluations are conducted to ensure that the allocated funds are being utilized effectively and that the desired impact on student achievement and well-being is being achieved. Adjustments can be made if necessary to ensure the continued success of the school improvement initiatives. This collaborative process ensures that school improvement funding and Title 1 resources are reviewed thoughtfully, resources are allocated based on the genuine needs of the school, and optimal outcomes are achieved for the students.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Our School Improvement Plan will be reviewed by our School Advisory Council. The meeting minutes will be available on our school website and submitted to the school board. A copy of our plan will be available on our school website and in the CES Parent a Family Binder, and Title I crate.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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 continue working with our 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 SAC is reflective of our school's 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. We will invite parents to attend our MTSS meetings to help determine the academic needs of their child and help to keep them involved in their child's learning plan.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

1. Instructional practice specifically relating to Collaborative Planning.
2. ESSA subgroup specifically relating to Students with Disabilities.
3. Positive Culture and Environment specifically relating to behavior.
4. Instructional practice specifically relating to Math.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

n/a