

Santa Rosa County School District

Central School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	15
III. Planning for Improvement	21
IV. ATSI, TSI and CSI Resource Review	30
V. Reading Achievement Initiative for Scholastic Excellence	30
VI. Title I Requirements	34
VII. Budget to Support Areas of Focus	0

Central School

6180 CENTRAL SCHOOL RD, Milton, FL 32570

www.santarosa.k12.fl.us/chs/

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.

Central School's mission is to love, educate, and prepare students for graduation and a successful future.

Provide the school's vision statement.

Central School provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

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
Lay, Klinton	Principal	<p>As the principal of Central School, Mr. Lay is the primary educational leader on campus. He is an active participant in all aspects of the school program to include school safety, school culture, discipline, and academic performance. Per the Santa Rosa County School Principal job description:</p> <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

Name	Position Title	Job Duties and Responsibilities
		<p>it pertains to funding, attendance, and the FTE process.</p> <p>27. Manage and administer through statute and District guidelines, the school food service program.</p> <p>28. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>29. Be proactive in decisions relating to school and community well-being.</p> <p>30. Use effective positive interpersonal communication skills.</p> <p>31. Actively participate in the recruitment of business partnership to benefit the school community.</p> <p>32. Assign and supervise special tasks to school personnel.</p> <p>33. Assign to teachers such responsibility and authority for student control as deemed appropriate.</p> <p>34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p>
Davis, Kristen	Assistant Principal	<p>As Assistant Principal, Mrs. Davis is an instructional leader on campus. She shares with faculty and staff professional development opportunities and leads professional development when appropriate. Mrs. Davis monitors benchmark data and works with teachers to implement instructional strategies founded in best practice.</p> <p>Per Santa Rosa County Schools Elementary School Assistant Principal-HR Job Description:</p> <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 schoolwide 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. Serve as the administrative representative on the school's MTSS team. 16. Complete special assignments assigned by the Principal. 17. Assume building supervisory responsibility in the absence of the Principal. 18. Maintain high visibility within all areas of the facility and assist teachers in maintaining discipline. 19. Assist in the supervision of all school activities and programs. 20. Supervise students in order to maintain a safe and orderly environment.

Name	Position Title	Job Duties and Responsibilities
Munoz, Aaron	Assistant Principal	<p>21. Assist the Principal in planning and implementing the school improvement program.</p> <p>22. Assist the Principal and other staff in maintaining a clean and safe school plant.</p> <p>23. Assist in the selection, supervision and evaluation of all school personnel.</p> <p>24. Prepare such records and reports as the Principal may assign.</p> <p>25. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
		<p>Mr. Munoz is responsible for safety on campus including overseeing facilities maintenance requests, teacher safety training, and student safety education. Assistant Principal Munoz also conducts discipline investigations while ensuring that students are provided with due process as part of the discipline process. Mr. Munoz develops strong relationships with students and staff, and is an instructional leader on campus to ensure student success.</p> <p>Per Santa Rosa County Schools High School Assistant Principal-HR Job Description:</p> <p>Act on the Principal's behalf in his/her absence.</p> <ol style="list-style-type: none"> 1. Develop and implement the school's instructional program with assistance from district personnel and provide its articulation among school personnel as assigned by the principal . 2. Develop the master teaching schedule and assign teachers according to identified needs. 3. Utilize current educational trends in the planning and preparation of the school instructional program. 4. Understand and adhere to School Board policy, state statutes and federal regulations. 5. Implement the accreditation program for the assigned school. 6. Coordinate the selection of textbooks, material and equipment needed at the assigned school. 7. Manage and administer the testing program for the school. 8. Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program, and other developmental activities. 9. Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. 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. Serve as the administrative representative on the school's MTSS team. 16. Complete special assignments assigned by the Principal. 17. Assume building supervisory responsibility in the absence of the Principal. 18. Maintain high visibility within all areas of the facility and assist teachers in

Name	Position Title	Job Duties and Responsibilities
		<p>maintaining discipline.</p> <p>19. Assist in the supervision of all school activities and programs.</p> <p>20. Supervise students in order to maintain a safe and orderly environment.</p> <p>21. Assist the Principal in planning and implementing the school improvement program.</p> <p>22. Assist the Principal and other staff in maintaining a clean and safe school plant.</p> <p>23. Assist in the selection, supervision and evaluation of all school personnel.</p> <p>24. Prepare such records and reports as the Principal may assign.</p> <p>25. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Holland, Melinda	Dean	<p>1. Manages student supervision issues and enforces school behavioral expectations.</p> <p>2. Must be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline, knowledgeable of the Santa Rosa County Code of Student Conduct and the School Handbook. Must enforce policies/ rules both fairly and consistently.</p> <p>3. Counsels students and parents concerning school and district policies.</p> <p>4. Assists staff and parents in developing student behavioral expectations.</p> <p>5. Assists in the planning, development and implementation of individual student behavior plans.</p> <p>6. Serves as a resource to staff in dealing with classroom management issues.</p> <p>7. Assists in developing/implementing programs to promote positive student behavior, multi-tiered support systems, as well as intervention/prevention strategies.</p> <p>8. Coordinates alternative education placement for students.</p> <p>9. Coordinates with staff and administration the development of the school's discipline plan/hierarchy.</p> <p>10. Maintains and periodically reviews student discipline records.</p> <p>11. Periodically reviews student attendance records and academic records.</p> <p>12. Encourages and facilitates meaningful and effective parent-teacher communication; and commands respect by example in appearance, manners, behavior and language.</p> <p>13. Participates in Professional Development activities that are germane to the position (Focus, Crisis Prevention Intervention (CPI)).</p> <p>14. Maintains confidentiality in all issues that require their involvement.</p> <p>15. Promotes the welfare of students, faculty and staff; and sets high expectations and articulates them to all stakeholders.</p> <p>16. Facilitates cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues.</p> <p>17. Has the ability to function independently and make sound educational decisions.</p> <p>18. Assist in the development of the school crisis plan and is an integral part of the plan.</p> <p>19. Active member of the school leadership team.</p>

Name	Position Title	Job Duties and Responsibilities
Butler, Jennifer	School Counselor	<ol style="list-style-type: none"> 1. Is responsible for the registration of new students and scheduling of all students. 2. Assist students in the selection of classes and graduation option plans. 3. Provides small group developmental guidance activities to all students. 4. Provide personal/social, behavioral, and/or academic counseling to all students. 5. Provide assistance in the screening, referral, identification and placement of students with special needs. 6. Provide assistance to parents of all students. 7. Provide appropriate consultation and staff development to school personnel and/or parents/community as needed. 8. Provide information and counseling in the areas of career exploration and college selection, further education, college entrance exams, financial aid, scholarships, and employment opportunities. 9. Organize and conduct career and college information programs. 10. Provides information regarding community service opportunities and enters community service hours in the computer. 11. Provide information and counseling for Bright Futures opportunities and registration. 12. Coordinate dual enrollment, advanced placement, and early admissions programs. 13. Identify and counsel potential dropouts, offering them other options. 14. Counsel students who are experiencing attendance difficulties. 15. Coordinate and administer a variety of standardized tests, maintains test security, and interprets test results to parents, students, and other school staff. 16. Assist students and families in need with providing basic care through referrals to appropriate resources. 17. Provide orientation for all incoming and new students. 18. Counsel students in developing peer relationships, decision-making skills, and conflict resolution (character education). 19. Identify and refer students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.). 20. Continually enhance the overall guidance program through in-service opportunities. 21. Evaluate the overall guidance program on a continuing basis. 22. Provide assistance and information to faculty, students and parents in regard to multi-cultural education. 23. Assist in the orientation of new faculty/staff members. 24. Assist students and parents in scheduling teacher conferences and serves as a mediator and/or advisor. 25. Provide input in the development of curriculum and the master schedule. 26. Coordinate the proper maintenance, transfer, and acquisition of students' records as required. 27. Assist in the maintenance of the automated student data system. 28. Attend and participate in faculty meetings.

Name	Position Title	Job Duties and Responsibilities
		29. Accept responsibility for extracurricular activities. 30. Coordinate all award presentations. 31. Coordinate all graduation activities, verifying that graduation requirements have been met. 32. Contribute to the MTSS Team meetings. 33. Establish and maintain cooperative relations with students, faculty, staff, and parents. 34. Assume the responsibility to maintain a valid Florida teachers' certificate. 35. Provide own method of transportation to various locations when required. 36. Perform other tasks and responsibilities as assigned by the principal.
Alexander, Stephanie	Reading Coach	1. Apply specialized knowledge in the science of reading, evidence-based literacy practices, and English/Language Arts state standards for students, teachers, and leaders. 2. Facilitate collaboration among teams (Leadership team, Literacy Leadership Team, MTSS, etc.) to determine literacy needs and implement success strategies at school. 3. Provides literacy intervention to assigned students. 4. Build capacity with literacy community (students, teacher, leaders, and parents/caregivers) to improve achievement for all students. 5. Engage in teacher-growth practices such as co-teaching, co-planning, modeling, reflective conversations, and data chats. 6. Responsible for planning, coordinating, and implementing literacy professional development. 7. Provides collegial, job-embedded support to ensure literacy instruction is data-informed and student-centered. 8. Ability to work with educators as adult learners. 9. Participate in district and state professional development activities.

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 weekly 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 leadership team will regularly collect and analyze data to track progress against targets and goals. Performance monitoring will help identify whether key elements are being implemented as planned and whether the intervention is meeting interim goals and milestones.

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)	Combination School PK-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	12%
2022-23 Economically Disadvantaged (FRL) Rate	53%
Charter School	No
RAISE School	Yes
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)* Hispanic Students (HSP) Multiracial Students (MUL) 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: B 2018-19: B 2017-18: C
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	4	3	2	3	0	4	0	3	3	22	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	1	0	5	1	2	0	2	1	12	
Course failure in Math	0	0	0	6	0	1	1	1	1	10	
Level 1 on statewide ELA assessment	0	0	0	6	4	3	9	18	27	67	
Level 1 on statewide Math assessment	0	0	0	0	2	8	8	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	1	14	19	15	27	0	0	0	77	

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	0	1	1	8	4	2	2	4	2	24

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	2	1	0	6	2	0	0	1	1	13
Students retained two or more times	0	0	0	1	0	0	0	1	0	2

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	4	8	5	7	5	5	12	17	17	154	
One or more suspensions	0	1	1	0	3	2	4	19	17	87	
Course failure in ELA	0	3	1	6	0	1	1	1	3	39	
Course failure in Math	0	1	1	2	0	1	1	1	4	19	
Level 1 on statewide ELA assessment	0	0	0	3	4	6	6	17	19	124	
Level 1 on statewide Math assessment	0	0	0	2	5	5	11	19	19	104	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	17	0	0	0	0	0	17	

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	3	1	5	3	2	9	19	17	115

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	0	3	1	0	1	1	3	26
Students retained two or more times	0	0	0	0	0	0	0	0	2	5

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	4	8	5	7	5	5	12	17	17	80	
One or more suspensions	0	1	1	0	3	2	4	19	17	47	
Course failure in ELA	0	3	1	6	0	1	1	1	3	16	
Course failure in Math	0	1	1	2	0	1	1	1	4	11	
Level 1 on statewide ELA assessment	0	0	0	3	4	6	6	17	19	55	
Level 1 on statewide Math assessment	0	0	0	2	5	5	11	19	19	61	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	17	0	0	0	0	0	17	

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	3	1	5	3	2	9	19	17	59

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	0	3	1	0	1	1	3	15
Students retained two or more times	0	0	0	0	0	0	0	0	2	2

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*	46	51	53	46	52	55	45		
ELA Learning Gains				49			36		
ELA Lowest 25th Percentile				34			23		
Math Achievement*	46	50	55	48	35	42	47		
Math Learning Gains				52			39		
Math Lowest 25th Percentile				51			40		
Science Achievement*	55	49	52	54	50	54	56		
Social Studies Achievement*	59	56	68	56	53	59	56		
Middle School Acceleration	65	51	70	58	41	51	45		
Graduation Rate	96	86	74	91	51	50	96		
College and Career Acceleration	57	44	53	56	61	70	51		
ELP Progress		47	55		48	70			

** 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	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	595
Total Components for the Federal Index	11
Percent Tested	99
Graduation Rate	91

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	33	Yes	4	
ELL				
AMI				
ASN				
BLK				
HSP	53			
MUL	39	Yes	1	
PAC				
WHT	59			
FRL	54			

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	32	Yes	3	
ELL				
AMI				
ASN				
BLK				
HSP	54			
MUL	54			
PAC				
WHT	53			
FRL	51			

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	46			46			55	59	65	96	57	
SWD	23			21			25	22		9	6	
ELL												
AMI												
ASN												
BLK												
HSP	38			57				64			3	
MUL	40			38							2	
PAC												
WHT	46			45			56	60	63	60	8	
FRL	41			42			46	47	59	49	8	

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	46	49	34	48	52	51	54	56	58	91	56	
SWD	21	36	25	30	43	32	26	39				
ELL												
AMI												
ASN												
BLK												
HSP	38	53		50	75							
MUL	43	30		73	70							
PAC												
WHT	46	49	38	46	50	49	52	56	54	91	55	
FRL	40	47	38	44	58	51	53	53	52	84	38	

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	45	36	23	47	39	40	56	56	45	96	51	
SWD	25	29	18	32	35	26	38	27				
ELL												
AMI												
ASN												
BLK												
HSP	50	50		50	45							
MUL	54	55		55	10							
PAC												
WHT	45	35	23	48	41	39	58	54	47	95	53	
FRL	46	43	29	46	42	39	49	53	32	92	61	

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
10	2023 - Spring	43%	55%	-12%	50%	-7%
05	2023 - Spring	64%	64%	0%	54%	10%
07	2023 - Spring	40%	54%	-14%	47%	-7%
08	2023 - Spring	44%	56%	-12%	47%	-3%
09	2023 - Spring	49%	55%	-6%	48%	1%
04	2023 - Spring	50%	68%	-18%	58%	-8%
06	2023 - Spring	26%	55%	-29%	47%	-21%
03	2023 - Spring	43%	61%	-18%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	35%	63%	-28%	54%	-19%
07	2023 - Spring	34%	48%	-14%	48%	-14%
03	2023 - Spring	34%	70%	-36%	59%	-25%
04	2023 - Spring	45%	72%	-27%	61%	-16%
08	2023 - Spring	59%	76%	-17%	55%	4%
05	2023 - Spring	47%	63%	-16%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	52%	58%	-6%	44%	8%
05	2023 - Spring	29%	55%	-26%	51%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	58%	-11%	50%	-3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	64%	55%	9%	48%	16%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	73%	1%	63%	11%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	71%	-10%	66%	-5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	70%	-20%	63%	-13%

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.

Based on the 2022-2023 FAST scores, there is a need for improvement in Math achievement in the elementary and middle grade levels. The breakdown of students scoring below proficiency on the FAST Math assessment is as follows:

3rd Grade- 66% of students below proficiency
 4th Grade- 55% of students below proficiency
 5th Grade- 52% of students below proficiency
 6th Grade- 64% of students below proficiency
 7th Grade- 66% of students below proficiency
 8th Grade- 43% of students below proficiency

Contributing factors include teacher turnover and attendance, student growth, and lack of explicit instruction needed to help students understand the content.

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

Our 6th grade ELA data showed the largest decline from the prior year, going from 63% proficiency during the 21-22 ELA FSA test to 25% proficiency on the 22-23 FAST test. This cohort of students grew from 15 students at the beginning of the year to 32 students at the end of the year. The test assessing students also changed.

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.

3rd grade math had the largest gap when compared to the state average with a gap of 25 percentage points. 6th grade ELA was the second largest gap at 22 percentage points and 6th grade ELA was the third greatest gap at 19 percentage points away from the state average.

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

The cohort of students moving from 7th grade to 8th grade showed the most improvement in the state math assessment. They went from 39% proficiency during the 21-22 school year to 57% proficiency during the 22-23 school year. Teaching assignments were adjusted and data chats were held frequently to monitor data and make instructional adjustments when needed. Teachers were encouraged to participate in professional development based on the individual needs of their classroom.

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

ELA proficiency and absenteeism are two areas for concern.

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

Graduation
Math Achievement all grades
ELA Achievement 6th grade
School Culture
Teacher Attendance

Area of Focus

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

#1. Graduation specifically relating to Graduation**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.

Central's graduation rate is a crucial need identified by our graduation rate from the 21-22 school year (95.8%).

Measurable Outcome:

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

During the 2023-2024 school year, graduating students at Central School will increase to 97% as measured by the end of year graduation requirements.

Monitoring:

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

School leadership will partner with the guidance department to monitor all seniors through the MTSS process. School admin will also use the Early Warning System to identify students at risk for dropping out and monitor students who require intervention.

Person responsible for monitoring outcome:

Klinton Lay (layk@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 practice guide for preventing dropout in secondary schools, these strategies will provide improved outcomes. Furthermore, potential growth of students engaged in MTSS that is implemented with fidelity can yield an effect size of 1.29. John Hattie's work suggests that an effect size of .40 would be equivalent to an academic year of growth for a student.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There have been significant advances in using early warning indicators to identify students at risk for dropping out, to monitor students who require intervention, and to intervene to help students manage challenges and stay engaged in school.

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.

1. Regularly meet with the leadership team to monitor the Early Warning System and students who need intervention.

Person Responsible: Klinton Lay (layk@santarosa.k12.fl.us)

By When: Quarterly

2. For each student identified as needing individualized support, assign a single person to be the student's primary advocate through our senior mentor program.

Person Responsible: Klinton Lay (layk@santarosa.k12.fl.us)

By When: Quarterly

3. Directly connect schoolwork to students' options after high school.

Person Responsible: Klinton Lay (layk@santarosa.k12.fl.us)

By When: Quarterly

4. Regularly assess student engagement to identify areas for improvement, and target interventions to students who are not meaningfully engaged.

Person Responsible: Klinton Lay (layk@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.

Based on state assessment data and progress monitoring assessments, Central School's ELA proficiency was 45%. Our students with disabilities continues to be an area of concern due to the federal index indicating that this subgroup is currently at 32%.

Measurable Outcome:

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

During the 2023-2024 school year, students in the SWD subgroup at Central School will increase from 32% to 38% as measured by the end of year state test.

Monitoring:

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

We will monitor student progress and projected proficiency as aligned to state benchmarks on the progress monitoring assessments each quarter. We will also monitor classroom progress monitoring data and common assessments through the MTSS process.

Person responsible for monitoring outcome:

Klinton Lay (layk@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.)

Teachers will use the MTSS process as the evidence based strategy which has an effect size of $d=.69$, indicating that it is a high yield strategy. Student scores and documentation will address needs of struggling students and performance of diagnostic assessments. As part of the MTSS process, teachers will also conduct data chats with students to help them understand their previous year and current year assessment scores. They will also communicate with parents regarding their PM1 and PM2 scores and collaborate on developing an individualized learning plan to address the standards that students are not proficient and close learning gaps.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to John Hattie, MTSS is a multi-tier approach to the early identification and support of students with learning and behavior needs. MTSS meetings have proven effective throughout our district due to providing teachers and administrators that systematic assistance opportunity and continued trainings offered to us. With FAST progress monitoring data available quickly after the assessment, we can now use the data to make decisions regarding our students with disabilities. This will help us to prevent academic failure through early intervention and frequent progress measurement. It will also allow us to target specific standards where SWD are not proficient and develop individualized learning plans to close learning gaps.

[https://aasa.org/uploadedFiles/](https://aasa.org/uploadedFiles/AASA_Blog(1)/Reinvesting_Rebounding%20white%20paper_VLN21296_FN.pdf)

[AASA_Blog\(1\)/Reinvesting_Rebounding%20white%20paper_VLN21296_FN.pdf](https://aasa.org/uploadedFiles/AASA_Blog(1)/Reinvesting_Rebounding%20white%20paper_VLN21296_FN.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.

1. Hold consistent MTSS meetings to discuss the individual needs of students with disabilities.

Person Responsible: Aaron Munoz (munozam@santarosa.k12.fl.us)

By When: Throughout the year

2. Document interventions that are taking place and outcomes for each student.

Person Responsible: Aaron Munoz (munozam@santarosa.k12.fl.us)

By When: Throughout the year

3. Consult with ESE and teachers on special assignment to meet the needs of these students.

Person Responsible: Aaron Munoz (munozam@santarosa.k12.fl.us)

By When: Throughout the year

#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.

The Every Student Succeeds Act (ESSA, 2015), a federal legislation that governs K-12 public education, explicitly recognizes the relationship between school climate and student outcomes in the law's provisions. The Act specifically requires that state education agencies include at least one non-academic indicator – such as school climate or safety – into their accountability frameworks to affect positive change. According to data from the 2022-2023 school year, there is a significant need to continue communication and promote a positive culture to promote better attendance and less discipline referrals. In 2022-2023, student out of school suspension days increased from 84 the year prior to 125 days of OSS, taking our overall attendance rate to 91.87%. The OSS numbers accounted for extra days students were not in class due to behavior issues.

Central School plans to foster a positive partnership with students by creating a house system using Capturing Kids Hearts strategies in our elementary grade levels to to promote unity, provide students opportunities to connect across grade, promote core character traits, and create a sense of pride. Long term goals will bring those strategies into secondary classrooms as years progress.

Measurable Outcome:

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

During the 2023-2024 school year, student attendance will increase from 91.87% to 93%.

Short Term: During the 2023-2024 school year, Central School will implement a house system with components of Capturing Kids Hearts to promote positive behavior in the elementary setting. According a study from the University of Central Florida, it was concluded that a house system does have a significant impact on student suspensions and student performance on standardized tests; FSA ELA and FSA math.

Long Term: Over the course of the next three school years, Central School will grow the House System in the elementary setting, and begin to implement Capturing Kids Hearts components into the secondary grade levels.

Monitoring:

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

To monitor the desired outcome, we will survey all stakeholders who play an active role in Central School. We will involve parents, families, and stakeholders in the decision-making processes through our School Advisory Council and Title 1 parent meetings. We will look at and compare data to include attendance, growth, and proficiency to monitor the House System.

Person responsible for monitoring outcome:

Kristen Davis (davissk@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.)

Central School will use Capturing Kids Hearts strategies to build relationships with students and create a positive school climate.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In a three year study, Capturing Kids' Hearts schools and the comparison schools have shown a downward trend in short-term and long-term suspensions. All schools recorded a decrease of discipline referrals of 22%. In our case, a lower number of discipline referrals will lead to lower out of school suspension days, which will have an effect on our overall school attendance.

<https://static1.squarespace.com/static/5f724125f6188411188187ec/t/5fa9e9df066f8a0264d4526d/1604970978152/CKH-2008-2009Randomized-Controlled-Trial-Research-Summary.pdf> , page 8

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 3 - Promising 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.

1.Create Houses and brand each one

Person Responsible: Lindsey Elder (elderl@santarosa.k12.fl.us)

By When: September 1,2023

2. Introduce Houses to students and teachers. Then hold house meetings to create buy in.

Person Responsible: Lindsey Elder (elderl@santarosa.k12.fl.us)

By When: December 2023

3. Implement House System based on attributes we want to see in the school setting.

Person Responsible: Lindsey Elder (elderl@santarosa.k12.fl.us)

By When: May 2023

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

Instructional practice specifically related to standards-aligned instruction. 2022-2023 FAST Spring Data results demonstrated the following proficiency percentages: ELA 45%, Math 48%, Science 55%, and Social Studies 57%.

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 50% midyear and 75% at the end of the year in the area of teachers delivering explicit benchmark aligned instruction. FAST data will reflect a minimum of 55% of students showing growth in core content areas by the end of the year.

Long Term: Walkthrough data will increase to 75% at mid year and 100% at the end of the year in the area of teachers delivering explicit benchmark aligned instruction. FAST data will reflect a minimum of 65% of students showing growth in core content areas by the end of the year.

Monitoring:

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

Content coaches and school leadership will be present in common planning to support the development of explicit, intentional instruction that is aligned. School leadership team will walk classrooms in all grade levels monthly monitor the delivery of instruction. Leadership team will meet weekly to review trends and adjust as needed.

Person responsible for monitoring outcome:

Klinton Lay (layk@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 benchmark-aligned instruction in classrooms, we will effectively implement the Marzano Focused Teacher Evaluation Model framework which provides a methodology support teacher growth as teachers make instructional shift 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.marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf>

(2) https://www.marzanocenter.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 of the domains, 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 2 - Moderate 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.

Step 1: Instructional coaches with school administration will facilitate grade level planning and provide support on how to develop benchmark-aligned lessons.

Person Responsible: Klinton Lay (layk@santarosa.k12.fl.us)

By When: Monthly

Step 2: Administration will use Marzano framework to include learning goals and scales with fidelity.

Person Responsible: Klinton Lay (layk@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)).

An ATSI school must submit a school improvement plan to the district for approval. We will collaborate with stakeholders to review resources and address allocation through Title 1 Meetings, SAC Meetings, and parent engagement surveys.

Title 1 funds are allocated to support the interventions and strategies implemented to ensure marginalized subgroups learning outcomes are increased.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on the Star Early Literacy (SEL) end of 22-23 school year data, 25% of Central School Kindergarten students were not proficient, 29% of First-grade students were not proficient, and 15% of 2nd graders were not proficient.

Contingent on this data, an Area of Focus for the 23-24 school year will be explicit phonics instruction using the structured literacy lessons and UFLI curriculum. There is strong evidence that teaching students to decode and recognize words and word parts has a positive outcome for decoding and encoding words. (Foorman, B., et al. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade).

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2023 Florida Standards Assessment (FSA) for Central School, 56% of Third-grade students, 53% of Fourth-grade students, and 35% of Fifth-grade students scored below Proficiency Level 3.

Based on this data, the Area of Focus for Central School will continue to encompass the Language Comprehension of Scarborough's Reading Rope (2001). To promote skilled reading, emphasis will be placed on teaching students to construct meaning from text through the use of reading comprehension strategies. Strong evidence exists for the teaching of effective comprehension strategies, which assist readers in understanding what they are reading and provide a scaffold for difficulties with background knowledge (Shanahan et al. Improving reading comprehension in kindergarten through 3rd grade: A practice guide, 2010)

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Central School will increase student proficiency on the SEL and STAR assessments by 3%.

Grades 3-5 Measurable Outcomes

Central school will increase student proficiency on the FAST PM3 by 4% in 3rd, 4th and 5th grades. Formative and summative assessments such as HMH weekly and module assessments, HMH Growth Measure, and STAR Reading Assessment along with FAST PM data will be used to monitor and reteach BEST standards indicated as areas of concerns. Emphasis will be placed on assuring the five areas of core instruction are included (explicit, systematic, scaffolded, and differentiated instruction, corrective feedback) and monitored through literacy walkthroughs on a quarterly bases.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress for the Areas of Focus (K-2 Foundational Skills and 3-5 Comprehension Strategies) will be monitored through classroom assessments/performance, STAR reports, HMH growth measures, and weekly assessments for individual students. We will also complete literacy walkthroughs quarterly to follow up with teachers after professional development has been given to determine the next steps for the teacher and formatively assess students using those strategies during that time.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Davis, Kristen, davissk@santarosa.k12.fl.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Reading instruction for kindergarten through 3rd grade will focus on the 6 components of reading. What Works Clearinghouse Practice Guides will be used for literacy walkthroughs to achieve this outcome on School Leadership Literacy Walkthroughs found at https://ies.ed.gov/ncee/edlabs/regions/southeast/inc/docs/School_Leaders_Literacy_Walkthrough_Kindergarten_First_Second_and_Third_Grades.pdf

We will refer to the evidence-based intervention tools and resources recommended in the IES Practice Guides and improve teaching strategies/styles to meet the individual needs of students. Central School teachers will use highly recommended, evidence-based programs such as Renaissance, HMH Foundational Skills, UFLI, Structured Literacy Lessons, Word Study Studio, LLI , Phonics for Reading, Lexia, and SIPPS to improve student skill set/ability.

These evidence-based practices and programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan.

Additionally, our teachers will implement highly effective core instruction and intervention through differentiation, small group instruction, or direct one-on-one instruction. We will continue professional development on Florida’s B.E.S.T. Standards.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Our K-2 students need explicit, systematic, multisensory instruction addressing the word-recognition portion of Scarborough’s Reading Rope (2001).

Tier 1- HMH into Reading following the new structured literacy lesson pathway and Amira

Tier 2- HMH foundational skills word study studio and UFLI

Tier 3- LLI and SIPS

Our 3-5 students need explicit phonics instruction and the language portion of Scarborough’s Reading Rope. Tier 1 HMH into Reading and Waggle

Tier 2 IES Practice Guides, Comprehension Strategies, Word Study Studio

Tier 3 SIPPS, UFLI, LLI, Phonics for Reading

All programs meet ESSA requirements of Promising or Strong evidence levels and are included in our K-12 Comprehensive Evidence-based Reading Plan.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership</p> <ol style="list-style-type: none"> Literacy walkthroughs to support ELA instruction Professional Development in foundational skills with structured literacy lessons and UFLI 	<p>Davis, Kristen, davissk@santarosa.k12.fl.us</p>
<p>Literacy Coaching</p> <ol style="list-style-type: none"> Work with the district literacy department to identify/implement high yield strategies and evidence based resources for teachers to use in their classrooms through modeling and co-planning with the Literacy Coach. Ensure that teachers are providing differentiated-instruction using HMH, Renaissance, Phonics for Reading, and I-ready workbooks during the reading block. We will utilize supplemental resources to address the academic needs of students. 	<p>Davis, Kristen, davissk@santarosa.k12.fl.us</p>
<p>Assessment</p> <ol style="list-style-type: none"> Evaluate data to determine which students are not showing learning gains. Monitor the usage of computer-based programs for fidelity and analyze reports to determine custom pathways for individual student needs. Evaluate data to determine which students are not showing learning gains. Develop the plan for providing intervention to our struggling students who are in MTSS using LLI and SIPPS by a reading endorse teacher. 	<p>Davis, Kristen, davissk@santarosa.k12.fl.us</p>
<p>Professional Learning</p> <ol style="list-style-type: none"> Professional Development to improve highly effective Tier 1 instruction (stations), differentiated instruction for small groups and/or direct one-on-one instruction. Administration will monitor the usage of best practice learned from professional development. Evaluate data to determine which students are not showing learning gains. Develop the plan for providing intervention to our struggling students who are in MTSS using LLI and SIPPS by a reading endorse teacher. 	<p>Davis, Kristen, davissk@santarosa.k12.fl.us</p>

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.

1. The school webpage, where the school's School Improvement Plan is made publicly available.
<https://cs.santarosaschools.org/en-US>
2. Title 1 Parent Meeting held in person
3. SAC meetings held in person

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))

The school webpage, where the school's Family Engagement Plan is made publicly available.
Classtag- The district wide communication platform will be used by all teachers for consistent communication.

Title 1 Parent Nights at least two times per year.

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. Focus on areas of need addressed in Part II of the school improvement plan.
2. Continually monitor all students with indicators for intervention using the Multi-Tiered System of Support
3. Teacher Accountability using the teacher evaluation model adopted by the district.

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))

This plan is developed in coordination and integration with other Federal, State, and local services, resources and programs. Central is a K-12 school that also houses a PreK Program. All elementary students participate in a nutrition program, and all secondary students are provided the opportunity to participate in CTE programs. Our plan is developed with all of those opportunities in mind. Parents have the opportunity to give input multiple times per year at SAC and title one meetings.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

1. District Guidance Counselors on campus
2. CDAC counselors on campus

3. Trauma Informed Counselor on campus
4. Mentor program being implemented this school year.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

1. Career and Technical programs on campus such as culinary, agriculture, digital technology, personal fitness, etc.
2. Opportunities to attend Locklin Tech College as dual enrolled students.
3. Career Day each year
4. Elementary students have career speakers come in quarterly

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our school wide Multi Tiered System of Support team meets weekly to discuss different student needs. This approach involves a proactive and systematic approach to identifying and addressing behavior issues before they become more serious. We also provide early intervening services to students who may need additional support to address student needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers and staff will participate in professional development workshops, attend conferences, and engage in ongoing training sessions to enhance their instructional practices and effectively utilize data from academic assessments. Additionally, Central school leadership will implement strategies to attract and retain teachers, such as mentorship programs and supportive work environments.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Central school will use the following strategies to assist preschool children in the transition from early childhood education programs to local elementary school programs:

1. organizing orientation sessions for parents and children
2. arranging visits to the elementary school
3. providing socialization opportunities for the children to interact with their future classmates
4. offer ongoing support and resources to families throughout the transition process to ensure that the children have a successful and positive experience in their new environment