Santa Rosa County School District

East Milton Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

East Milton Elementary School

5156 WARD BASIN RD, Milton, FL 32583

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

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.

East Milton Elementary School's mission is to love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

East Milton Elementary 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
Colin, Nadia	Principal	• Manage and administer the overall instructional program at the assigned school. • Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. • Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. • Manage and administer the accreditation program for the assigned school. • Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. • Participate, as requested, in the development of District guides related to instruction and personnel. • Participate, as requested, in the development and adoption of the District's assessment program. • Manage and administer the assessment program for the school. • Manage and supervise the wise use of personnel resources. • Manage, supervise and evaluate personnel. • Manage the implementation and administration of negotiated employee contracts at the school level. • Manage and administer the development of long and short-range instructional and facility needs. • Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. • Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. • Coordinate facility and support service requirements with appropriate district offices. • Coordinate and supervise the transportation services at the assigned school. • Manage the discipline of students on buses, including statutory provisions for suspension. • Maintain a high visibility within all areas of the facility. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies. • Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. • Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. • Manage and supervise, through wise use, the financial resources of the school. • Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. • Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. • Manage and administer the preparation of financial reports for the school. • Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. • Manage and administer through statute and District guidelines, the school food service program. • Develop and maintain positive school/community relations and act as

Name	Position Title	Job Duties and Responsibilities
		liaison between the two. • Be proactive in decisions relating to school and community well-being. • Use effective positive interpersonal communication skills. • Actively participate in the recruitment of business partnership to benefit the school community. • Assign and supervise special tasks to school personnel. • Assign to teachers such responsibility and authority for student control as deemed appropriate. • Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
Stokes, Heather	Assistant Principal	• Coordinate all aspects of elementary curriculum • Coordinate faculty, year level and individual teacher's planning, as assigned • Assist teachers in interpreting and implementing the district's curriculum • Coordinate, as assigned, research related to curriculum development • Recommend curriculum adjustments to meet the special learning needs of individual children • School-wide textbook accountability • Schedule and plan in-service programs and prepare required reports • Work with the media specialist in adapting and improving the use of media in the school • Participate in proposed and on-going curriculum development projects • Serve, at the direction of the principal, as advisor and special consultant to probationary employees • Coordinate the grade placement and grouping of children • Assist the Principal in planning and carrying out staff and parent curriculum meetings • Serve as the administrative representative on the school's Integrated Services Team • Complete special assignments assigned by the principal • Assume building supervisory responsibility in the absence of the principal • Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline • Assist in the supervision of all school activities and programs • Supervise students to maintain a safe and orderly environment • Assist the Principal in planning and implementing the school improvement program • Assist the Principal and other staff in maintaining a clean and safe school plant • Assist in the selection, supervision, and evaluation of all school personnel • Prepare such records and reports as the principal may assign • Perform other incidental tasks consistent with the goals and objectives of this position • Assist teachers in organizing classrooms for effective learning • Implement and schedule the standardized testing program when assigned

Name	Position Title	Job Duties and Responsibilities
Williams, Carla	Teacher, K-12	Planning and Instructional Design: • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. Learning Environment: • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. • Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment. • Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies. Instructional Delivery and Facilitation: • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. Assessment: • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.

Name	Position Title	Job Duties and Responsibilities
		• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration. Continuous Professional Improvement: • Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. • Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement. Professional Responsibility and Ethical Conduct: • Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal.
Smilie, Kathryn	Teacher, K-12	Planning and Instructional Design: • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following

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		scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. Learning Environment: • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. • Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment. • Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies. Instructional Delivery and Facilitation: • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. Assessment: • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration. Continuous Professional Improvement: • Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in

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		support of the school improvement plan. • Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/ personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement. Professional Responsibility and Ethical Conduct: • Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal.
Joyce, Robin	Teacher, K-12	Planning and Instructional Design: • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. Learning Environment: • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/

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her personal means of transportation.
• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.
• Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.
• Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.
• Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies.
Instructional Delivery and Facilitation:
• Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility.
• Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
• Instructs students for the purpose of improving their success in academics through a defined course of study.
• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.
• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.
Assessment:
• Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district.
• Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
Continuous Professional Improvement:
• Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
• Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.
Professional Responsibility and Ethical Conduct:
• Implements the school's and district's philosophy of education and

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		instructional goals in order to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal.
Shelton, Joshua	Teacher, K-12	Planning and Instructional Design: • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. Learning Environment: • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.

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

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

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		regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. Page 3 of 3 • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal.
Liddell, Megan	Teacher, K-12	Planning and Instructional Design: • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. Learning Environment: • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate

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

Name	Position Title	Job Duties and Responsibilities
		information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal.
Fowler, Samantha	Behavior Specialist	• Assists in the registration and placement of students • Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students • Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups • Oversees the provision of career development activities for students • Administers initial screenings and coordinates the referral process for identification and placement of students with special needs • Provides appropriate consultation with parents on all issues related to student success • Provides appropriate consultation and staff development to school personnel as needed • Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students • Tracks attendance and develops appropriate truancy intervention plans • Assists with referrals to other service providers and outside agencies • Facilitates Integrated Services Team meetings • Develops 504 plans and health care plans as needed • Maintains access to current information regarding community resources • Organizes community service projects • Coordinates district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff. • Provides or assists with student orientation • Evaluates the guidance program on a continuing basis • Consults with school personnel on issues regarding student discipline

Name	Position Title	Job Duties and Responsibilities
		• Assists in the orientation of new faculty and staff members • Assists with parent/teacher conferences as requested • Oversees the proper maintenance of student records as required by applicable policies, regulations and procedures • Attends and participates in faculty meetings • Accepts responsibility for extra-curricular activities as assigned • Attends professional meetings and staff development activities • Maintains a valid Florida teacher's certificate • Provides own method of transportation to various locations when required • Performs other tasks and responsibilities as assigned by the principal
Hayes, Kelly	School Counselor	• Assists in the registration and placement of students • Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students • Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups • Oversees the provision of career development activities for students • Administers initial screenings and coordinates the referral process for identification and placement of students with special needs • Provides appropriate consultation with parents on all issues related to student success • Provides appropriate consultation and staff development to school personnel as needed • Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students • Tracks attendance and develops appropriate truancy intervention plans • Assists with referrals to other service providers and outside agencies • Facilitates Integrated Services Team meetings • Develops 504 plans and health care plans as needed • Maintains access to current information regarding community resources • Organizes community service projects • Coordinates district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff. • Provides or assists with student orientation • Evaluates the guidance program on a continuing basis • Consults with school personnel on issues regarding student discipline • Assists in the orientation of new faculty and staff members • Assists with parent/teacher conferences as requested • Oversees the proper maintenance of student records as required by applicable policies, regulations and procedures • Attends and participates in faculty meetings • Accepts responsibility for extra-curricular activities as assigned • Attends professional meetings and staff development activities • Maintains a valid Florida teacher's certificate • Provides own method of transportation to various locations when required • Performs other tasks and responsibilities as assigned by the principal

Name	Position Title	Job Duties and Responsibilities
Alford, Alexandria	Teacher, K-12	Planning and Instructional Design: • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. Learning Environment: • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. • Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment. • Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies. Instructional Delivery and Facilitation: • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. Assessment: • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.

Name	Position Title	Job Duties and Responsibilities
		• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration. Continuous Professional Improvement: • Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. • Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement. Professional Responsibility and Ethical Conduct: • Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. Page 3 of 3 • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal.
Craft, Emily	Math Coach	• Provide daily intensive math instruction to K-5 students. • Promotes family involvement in education through partnerships between schools and parents • Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families

Name	Position Title	Job Duties and Responsibilities
		• Provides information, training, and support for families and educators regarding math intervention • Collaborates with all professional and support personnel in the delivery of math intervention • Assess students using a variety of measures to determine appropriate instructional needs • Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students • Collaborate with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school math data and plan for math intervention needs • Document and monitor math data • Organize and monitor intervention groups • Communicate with faculty and staff with professionalism • Demonstrate characteristics of an on-going learner • Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately • Serves as a math contact between the Math Department and elementary schools.
White, Kristen	Instructional Coach	• Assist in the development, interpretation and implementation of the district K-12 Comprehensive Research-based Reading Plan • Assist in monitoring fidelity of implementation of the K-12 Comprehensive Research-based Reading Plan • Provide assistance in implementation of the K-12 Comprehensive Research-based Reading Plan to schools that do not have an assigned reading coach • Collect, interpret, and analyze student assessment data to inform reading instruction and determine staff development needs at the school and district level • Develop and conduct professional development (face-to-face and/or online) sessions acquainting coaches/teachers with successful and innovative literacy strategies for classroom instructions and assessment • Assist in appropriate in-service activities including modeling lessons, especially in schools that do not have an assigned reading coach • Assist in the coordination and facilitation of district school-based literacy training programs with the Coordinator of Literacy • Assist in the selection, staff development, and implementation of appropriate instructional materials • Plan, coordinate, implement, and maintain documentation of district literacy and parent involvement activities • Collaborate, monitor, and facilitate learning communities/book forums for literacy staff development • Possess a working knowledge of the Language Arts Florida State BEST Standards • Stay abreast of current research-based literacy practices through study and discussion of professional literature, membership and attendance in

Name	Position Title	Job Duties and Responsibilities
		professional organizations • Assist in the interpretation and implementation of applicable district, state, and federal policies, laws, and regulations to staff, agencies, and school sites • Provide staff development of and mentoring of new reading coaches and assistance to experienced reading coaches • Work with the Coordinator of Literacy to promote the district literacy initiatives
Richards, Leslie	Other	Intervention Team Department Chair • Provide daily intensive reading instruction to K-5 students. • Promotes family involvement in education through partnerships between schools and parents • Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families • Provides information, training, and support for families and educators regarding reading intervention • Collaborates with all professional and support personnel in the delivery of reading intervention • Assess students using a variety of measures to determine appropriate instructional needs • Provide ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students • 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 • Document and monitor literacy data • Organize and monitor intervention groups • Communicate with faculty and staff with professionalism • Demonstrate characteristics of an on-going learner • Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately • Serves as a reading contact between the Literacy Department and elementary schools • Supports schools and parents in developing "Read at Home" plans for Tier III students as required by the District Literacy Plan
Wells, Lynda	Other	Bookkeeper/Educational Support Staff Department Chair • Maintains files of activities relating to school internal funds • Performs detailed clerical and bookkeeping duties for school internal funds • Coordinates with school personnel, students and vendors concerning account status • Prepares reports as needed or requested for the school and/or appropriate school personnel • Maintains status of internal budget during the year • Issues purchase orders and keeps record of purchases • Collects and receipts money from school activities in accordance with proper procedures • Makes bank deposits in accordance with proper procedures

Name	Position Title	Job Duties and Responsibilities
		• Reconciles monthly bank statements in a timely manner • Maintains and inputs computer information regarding internal funds activities • Performs monthly and year-end close-outs • Performs related clerical and secretarial duties as required or assigned. (Duties do not include clinic duty, bus duty, hall duty, lunch duty, and textbook inventory).
Kunkle, Shana	Teacher, ESE	ESE Self-Contained Department Chair • 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. • Collaborates with other teachers in full inclusion classrooms non-instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans. • Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study. • 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. • Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. • 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. • 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 students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies. • Participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/ emotional development. • 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 assisted in analyzing school wide data and planning for school improvement. In addition, the School Advisory Council met for a School Improvement Plan (SIP) workshop to provide feedback in planning for school improvement. All stakeholders provided feedback from the previous year and provided suggestions for the upcoming school year. As part of our data review, we analyzed the Studer staff survey, student survey, and parent surveys to determine areas for improvement.

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))

Our leadership team meets monthly. During this time, we will review progress on the SIP, as well as any updated data. We will analyze data after each PM period to determine if any changes or modifications are needed. The School Advisory Council will also meet monthly to review the SIP and any new data. Additionally, we have two MTSS semester reviews with the Continuous Improvement Department at the district where our SIP is reviewed and data is analyzed.

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-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	22%
2022-23 Economically Disadvantaged (FRL) Rate	76%
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)* Black/African American Students (BLK) 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: C 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	45	42	25	29	16	29	0	0	0	186
One or more suspensions	9	13	11	9	6	11	0	0	0	59
Course failure in English Language Arts (ELA)	0	11	14	19	10	7	0	0	0	61
Course failure in Math	0	8	8	18	9	10	0	0	0	53
Level 1 on statewide ELA assessment	0	0	0	29	18	33	0	0	0	80
Level 1 on statewide Math assessment	0	0	0	9	18	30	0	0	0	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	2	2	0	1	0	0	0	9

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	15	17	28	13	23	0	0	0	97

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	5	4	3	13	0	0	0	0	0	25
Students retained two or more times	0	0	0	2	0	0	0	0	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	22	49	22	32	22	26	0	0	0	173
One or more suspensions	1	4	3	4	3	7	0	0	0	22
Course failure in ELA	0	2	6	38	9	11	0	0	0	66
Course failure in Math	0	3	8	16	10	10	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	13	22	34	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	10	23	28	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	0	0	0	0	1

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	1	4	6	26	17	25	0	0	0	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	5	3	12	0	0	0	0	0	26
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

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	22	49	22	32	22	26	0	0	0	173
One or more suspensions	1	4	3	4	3	7	0	0	0	22
Course failure in ELA	0	2	6	38	9	11	0	0	0	66
Course failure in Math	0	3	8	16	10	10	0	0	0	47
Level 1 on statewide ELA assessment	0	0	0	13	22	34	0	0	0	69
Level 1 on statewide Math assessment	0	0	0	10	23	28	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	0	0	0	0	0	1

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	1	4	6	26	17	25	0	0	0	79

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	5	3	12	0	0	0	0	0	26
Students retained two or more times	0	0	0	2	0	0	0	0	0	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*	40	62	53	49	65	56	45		
ELA Learning Gains				52			45		
ELA Lowest 25th Percentile				41			35		
Math Achievement*	48	68	59	46	45	50	43		
Math Learning Gains				46			18		
Math Lowest 25th Percentile				35			30		
Science Achievement*	36	57	54	32	68	59	39		
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	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	159
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	301
Total Components for the Federal Index	7
Percent Tested	99
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	25	Yes	4	2
ELL				
AMI				
ASN				
BLK	35	Yes	1	
HSP	47			
MUL	41			
PAC				

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%
WHT	40	Yes	1	
FRL	34	Yes	2	

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	27	Yes	3	1
ELL				
AMI				
ASN				
BLK	45			
HSP	44			
MUL	55			
PAC				
WHT	43			
FRL	39	Yes	1	

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	40			48			36					
SWD	24			26			23				4	
ELL												
AMI												
ASN												
BLK	38			31							2	
HSP	43			57							3	

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
MUL	40			44							3	
PAC												
WHT	40			49			37				4	
FRL	33			44			32				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	49	52	41	46	46	35	32					
SWD	25	39	35	23	24	21	23					
ELL												
AMI												
ASN												
BLK	44	64		25	45							
HSP	43			44								
MUL	57	64		41	57							
PAC												
WHT	49	51	39	47	46	34	33					
FRL	45	49	36	40	41	32	30					

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	45	35	43	18	30	39					
SWD	17	18		21	42		8					
ELL												
AMI												
ASN												
BLK												
HSP	40			60								
MUL	60			37								
PAC												
WHT	43	42	32	44	17	26	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
FRL	43	44	33	41	15	15	36					

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	48%	64%	-16%	54%	-6%
04	2023 - Spring	46%	68%	-22%	58%	-12%
03	2023 - Spring	35%	61%	-26%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	59%	70%	-11%	59%	0%
04	2023 - Spring	52%	72%	-20%	61%	-9%
05	2023 - Spring	45%	63%	-18%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	55%	-19%	51%	-15%

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.

Our overall Science performance was the lowest area. Our students did improve by 4%, from 32% to 36%, however, this is still our overall lowest performing area. A contributing factor to this is instructional time is limited for science instruction. Additionally, the science assessment requires students to read and analyze information. Many of our students struggle with reading comprehension skills in order to analyze this data, which directly impacts their overall science achievement.

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

ELA had the greatest decline from 2021-2022, moving from 49% to 43% (decrease of 6%). The 3rd grade cohort was at 36% overall and really pulled our overall achievement down. These students lack foundational skills and phonics skills to be successful readers. These students were in Kindergarten in 2020 during COVID 19 and did not all receive strong phonics instruction.

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.

Science has the greatest gap. While we increased 4 points from 32% to 36%, we are still well below the state average for science proficiency. A contributing factor to this is instructional time is limited for science instruction. Additionally, the science assessment requires students to read and analyze information. Many of our students struggle with reading comprehension skills in order to analyze this data, which directly impacts their overall science achievement.

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

Our overall math achievement increased by 6 points from 46% to 52%. We had a new math curriculum, continued to implement Tier 2 and Tier 3 interventions with fidelity, utilized paraprofessionals and interventionists to assist with math intervention, embedded a 30 minute Math Intervention Block in all schedules K-5, and utilized our Math Coach to facilitate PLCs related to the BEST Math Standards. We implemented an afterschool nine-week tutoring program for our "bubble" students (high level two) to help increase overall proficiency in mathematics.

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

Attendance- Although our average daily attendance has increased as a school this year, we are still concerned with attendance and truancy. This is particularly impacting students in K/1 who do not meet compulsory attendance laws (age 6). It is very important that our students are present at school and on time, especially at a young age, to set the foundation. Most of our ELA blocks are in the morning, so if students check in late, they are missed critical phonics instruction.

Suspensions - Even with the support of a behavior coach and two school counselors, our discipline data has increased from 21-22 to 22-23. More students have suspensions and are missing time from class due to extreme and unsafe behaviors. This is mostly at the K-2 level, but it has increased schoolwide. This is an area of concern as students are unable to learn if they are suspended and/or if they are exhibiting unsafe behaviors, the other students are unable to learn.

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

1. Increase ELA achievement
2. Increase Science achievement
3. Increase Math achievement
4. Decrease discipline referrals/suspensions
5. Increase attendance rate

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 Science

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.

Upon reviewing preliminary data for 2022-2023, our Science scores increased from 32% to 36%. However, this percentage is below the district (73%) and state (51%) average. Our students need more exposure and hands-on learning for increased student achievement in Science.

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

Short Term Goal: By PM2 in January 2024, students will increase their proficiency in Science by using Progress Learning. The students will increase their proficiency to 45%.

Long Term Goal: By PM3 in May 2024, our goal is to increase our science scores by 18% to achieve 54% overall science proficiency for our students.

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

Students in 5th grade will take Progress Learning Science as a progress monitoring tool several times per year to assess science skills and understanding of concepts. In order to increase engagement in the classroom, our teachers will implement student-led teams. This will empower students to use their higher-order critical thinking skills, participate in collaboration with their peers, and increase rigor while exploring the concepts. Teachers will utilize the data from Progress Learning, in conjunction with skills learned in PLCs, to integrate science into the Reading Block and expose students to the "must teach" science standards on which they will be assessed.

Person responsible for monitoring outcome:

Nadia Colin (colinn@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 Science proficiency, we will implement student-led teams which allows students to take "increased ownership and accountability for their own and their peers' learning, relieving some of the pressure from the teacher and resulting in greater achievement gains. Working in teams, students are empowered to reach higher levels of critical thinking because they can rely on their peers for support and can challenge each other to move further" (1). Teachers will also participate in professional learning communities to review and analyze data, while planning standards-based lessons. "When successfully instituted by school leaders and embraced by participants, PLCs have been shown to improve student achievement as well as teacher perception. A clear understanding from literature or practice of exactly what PLCs are and what factors have thus far facilitated their creation will enable more educators to smoothly implement their productive use" (2).

1. https://learningforward.org/wp-content/uploads/2019/10/empowered-students-lead-and-learn.pdf
2. https://files.eric.ed.gov/fulltext/EJ1194725.pdf

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our teachers need more experience with teaching science content and providing students with opportunities for collaboration through student-led teams. "Academic teaming provides concrete, practical opportunities for students to practice SECL skills, rather than merely learning them in the abstract" (2). We

also often have less time for science throughout the school day compared to other subjects. Our Literacy Coach will work closely with teachers to integrate science into the Reading Block so both Reading and Science standards can be addressed, thus adding time back into the school day. PLCs will allow collaboration between veteran and successful teachers to share teaching practices with other teachers that are unfamiliar with science standards and concepts. "Through ongoing reflection and action—both as a team and as individuals—educators continuously give and receive feedback to improve their teaching and student outcomes" (1).

1. https://learningally.org/Portals/6/Docs/Professional-Learning/
LAPLS_CommunitiesWhitepaper.pdf?ver=2021-01-08-134918-053

2.The Power of Student Teams by Toth and 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.

As the assistant principal, Mrs. Stokes will support teachers with science PLCs, lessons, and monitoring Study Island usage and progress of students.

Person Responsible: Heather Stokes (stokesh@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

As principal, Mrs. Colin will analyze Progress Learning Science results and meet with 5th grade teachers to plan for instruction based on the data from Progress Monitoring windows 1, 2, and 3. Mrs. Colin will also work closely with the Science Chair, Mrs. Gross, and the STEAM representative for 5th grade, Mrs. Hobbs

Person Responsible: Nadia Colin (colinn@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

Mrs. White will work to assist with standards-based planning and integrating science concepts, standards, and skills into the ELA block as feasible.

Person Responsible: Kristen White (whitek@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

We will utilize supplemental resources to address the academic needs of students.

Person Responsible: Nadia Colin (colinn@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

#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.

Upon reflecting on preliminary data for 2022-2023, our proficiency scores were generally lower than district averages. Our ELA achievement was 43% and math was 52%. Additionally, we have two ESSA subgroups that are below the 41% federal index that we will also be targeting to meet the 41% federal index. These subgroups are students with disabilities (SWD) which scored at 27% overall and economically disadvantaged (ED) students which scored at 39% overall. Due to these scores, we feel it is critical to continue to focus on specific,
targeted small group instruction for these identified groups of students in both reading, math, and science. Our school population has a large economically disadvantaged and SWD population.

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

Short Term: By PM in January 2024, the SWD subgroup will increase from 27% to 35%. By PM2, the ED subgroup will increase to 41%.

Long Term: By PM3 in May 2024, both subgroups will meet the 41% federal index. Our SWD students will need to increase by 14% from 27% to 41% overall. Our ED students will need to increase by 2% from 39% to 45% overall.

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

Small group instruction will be provided for identified SWD and ED Tier 2 and/or Tier 3 students. Our schedule incorporates a 45 minute Reading Intervention Block for all teacher. We also incorporate a 30 minute Math Intervention Block. Teachers work with Tier 2 in small group instruction on specific deficits using research-based practices and programs. Students are monitored through a progress monitoring plan to determine if the provided interventions are successful. When students are not showing progress, the MTSS team meets to discuss the next step for each child. Students that have substantial reading or math deficiencies will also receive Tier 3 intervention by an interventionist, in addition to Tier 2. We ensure that our teachers are providing standards-based instruction and utilizing scales to track student progress throughout the lesson. These areas will be monitored through progress monitoring plans, intervention data, and PM1, 2, and 3 on FAST.

Person responsible for monitoring outcome:

Nadia Colin (colinn@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 Hattie, the effect size of small group learning is 0.47 (1). Intervention groups will utilize small group learning to target the needs of our SWD and ED students, as needed based on their individual assessment data. We will create Progress Monitoring Plans for all SWD and ED students that qualify for Tier 2 and/or Tier 3 interventions to monitor this progress. Additionally, "when students understand exactly what they're supposed to learn and what their work will look like when they learn it, they're better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning" (2).

1. https://visiblelearning.org/hattie-ranking-influences-effect-sizes-learning-achievement
2. https://www.greatschoolspartnership.org/proficiency-based-learning/research-evidence/research-supporting-ten-principles-learning-standards/

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our students have deficits and gaps from COVID-19, loss of instructional time due to chronic absenteeism, lack of parental support at home, and more. They need small group instruction that is targeted and specific to their needs. Our SWD and ED students are working below grade level, many are two or more years below need explicit and systematic instruction. John Hattie identified three meta-analyses on small group instruction and reported it to have a medium-to-large effect on learning (1). In order to close academic gaps and increase proficiency, students need small group instruction that is evidence and researched based to increase achievement and proficiency in reading and/or math.

1. https://visiblelearning.org/hattie-ranking-influences-effect-sizes-learning-achievement

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.

As the principal, Mrs. Colin will oversee the implementation of intervention during reading and/or math intervention blocks. She will build an appropriate master schedule to incorporate a 45 minute Reading Intervention and 30 minute Math Intervention block to differentiate instruction and meet students' needs.

Person Responsible: Nadia Colin (colinn@santarosa.k12.fl.us)

By When: Master Schedule distributed in July 2023. Intervention blocks monitored throughout the year. Adjustments made as necessary to meet the needs of students.

As the Literacy Coach, Mrs. White will assist in the planning, assessing, and preparing of specific intervention groups for students in the area of reading used evidence-based programs. She will train teachers on Tier 2 interventions (Houghton Mifflin (HMH) Into Reading Word Study Studio) in the classroom and working closely with Reading Interventionists who deliver Tier 3 intervention (Leveled Literacy Intervention (LLI), Phonics for Reading, 95%, and/or SIPPS) to ensure they are trained and effectively using each reading intervention program.

Person Responsible: Kristen White (whitek@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

As the assistant principal, Mrs. Stokes will oversee the MTSS process and weekly meetings to monitor progress of students and ensure appropriate interventions are being delivered and data points are being entered into Progress Monitoring Plans in a timely manner. She will also ensure Tier 3 families of K-3 students with a substantial reading deficiency receive a monthly notification discussing their child's intervention and progress.

Person Responsible: Heather Stokes (stokesh@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

As the Math Coach, Mrs. Craft will assist in the planning, assessing, and preparing of specific intervention groups for students in the area of math using evidence-based programs. She will train teachers on Tier 2 interventions (Saxon Math, Do the Math, and McGraw Hill reteach and intervention practices) in the classroom and working closely with Math Interventionists who deliver Tier 3 intervention (Do The Math curriculum) to ensure they are trained and effectively using each math intervention program. Mrs. Craft will also assist with monitoring and entering data into student Progress Monitoring Plans.

Person Responsible: Emily Craft (crafte@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

As the Department Chair for Interventionists, Mrs. Richards will ensure progress monitoring plans are updated regularly and prepare a schedule with students of concern on each week's MTSS agenda to discuss and problem solve as a MTSS team.

Person Responsible: Leslie Richards (richardsl@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

We will utilize supplemental resources to address the academic needs of students.

Person Responsible: Nadia Colin (colinn@santarosa.k12.fl.us)

By When: Ongoing throughout the school 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.

We are a model PBIS school and have five houses that students and staff belong to. Each house represents a
desired character trait and behavior expectation for students. Students earn points for demonstrating schoolwide expectations (EXCEL model). We will celebrate behavioral success in a variety of ways through
the use of the MEAL Program in the cafeteria (Roadrunner Table of the Month), Positive Office Behavior Referrals, and quarterly rewards for the winning PBIS house. We will meet for MTSS for Behavior once per month and create Behavior Monitoring Plans (BMPs) for students of concern to provide interventions and monitor behavior data and/or progress. We will meet monthly for a Threat Assessment Team Meeting to discuss any students of concern. Additionally, our staff was trained in Capturing Kids' Hearts. We implement key components of this program such as greeting at the door, use of names, social contracts in the classroom, sharing good things, use of the four questions, and launching students at the end of the day. Our behavior coach also offers monthly social skill lessons to classes on specific topics such as empathy, test anxiety, stress, grief, and more. However, out total office referrals for the 2022-2023 school year increased for a total of 559. Out of these referrals, 101 were OSS and 81 were ISS, which causes students to miss critical instruction.

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

Short Term: By the end of the first semester in December 2023, we will have 140 or less office referrals.

Long Term: Office discipline referrals will decrease by 50% by the end of the school year 2023-2024. This includes reducing the number of OSS and ISS by 50% as well.

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

The PBIS team, MTSS team, and threat assessment team will meet monthly to review behavior and discipline data. Each team serves a different purpose and will provide support and resources as necessary for identified students. Administration will review and monitor discipline data through the student information system, FOCUS. Behavior Monitoring Plans (BMP's) will be implemented for students who have six or more referrals.

Person responsible for monitoring outcome:
Nadia Colin (colinn@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 What Works Clearinghouse, "Classroom teachers, in coordination with other school personnel (administrators, grade-level teams, and special educators), can benefit from adopting a schoolwide approach to preventing problem behaviors and increasing positive social interactions among students and with school staff. This type of systemic approach requires a shared responsibility on the part of all school personnel, particularly the administrators who establish and support consistent schoolwide practices and the teachers who implement these practices both in their individual classrooms and beyond" (1). Based on this, we will continue to implement our PBIS program with fidelity, in addition to a school-wide PBIS matrix for expected behaviors in common areas.

1. https://ies.ed.gov/ncee/wwc/PracticeGuide/4

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

By increasing positive behaviors, we will decrease negative behaviors. This will allow students to remain in class and receive instruction from their teacher. In addition, it will decrease classroom and campus disruptions that may interrupt the learning for other students (1).

1. https://ies.ed.gov/ncee/wwc/PracticeGuide/4

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.

Our PBIS team will meet monthly to analyze data and plan/prepare school wide activities to promote positive behaviors.

Person Responsible: Jessica Hounshell (hounshellj@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

Our Behavior Coach will offer classroom lessons on SEL as needed throughout the school year. Additionally, she will check in/check out with students on a behavior monitoring plan. As needed, she will provide social skills lessons and teacher Zones of Regulation to identified students during a crisis.

Person Responsible: Samantha Fowler (fowlers@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

As the Assistant Principal, Mrs. Stokes, will address and process office discipline referrals as needed.

Person Responsible: Heather Stokes (stokesh@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

We will utilize supplemental resources to address the academic needs of students.

Person Responsible: Nadia Colin (colinn@santarosa.k12.fl.us)

By When: Ongoing throughout the school year.

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).

1) Federal, state, and local funding sources (i.e., Title 1, general school funds, grants, Title 2, etc.) will support the implementation of our schoolwide improvement strategies.

Title I funds will support East Milton Elementary School by allowing us to increase our staffing and incorporate

two additional interventionists (reading and math), as well as a Title I Paraprofessional to support student achievement and small group instruction. Additionally, we utilize Title I Funds to purchase technology, supplemental resources such as Renaissance Accelerated Reader, ESGI, Write Score, and more. Funds are also used to plan parent and family engagement events, provide professional developmental opportunities for teachers, increase supplemental resources and small group materials for reading, math, and science to support overall student achievement.

2) Identify any resource allocation that may be contributing to low performance.

Instructional time is always a challenge. While we do incorporate an additional 45 minute reading intervention block and 30 minute math intervention block for all K-5 students, it would always be helpful to have additional instructional time. Additionally, there are other contributing factors to low performance, such as student attendance, late check ins/early check outs, and excessive absences. When students are not present at school, it is difficult to close gaps and address deficits with fidelity. We work with our Guidance Department to conduct school attendance improvement meetings, truancy plans, and/or truancy court if needed. Additionally, staffing can present a challenge. When teachers are absent and do not have a substitute, this impacts instruction for students. We often have to provide coverage schedules and interrupt other programs at the school level to provide class coverage. East Milton Elementary also has several alternatively certified teachers that work with a district mentor to increase understanding of student learning, teaching, classroom management strategies, etc.

3) Identify how you will collaborate with stakeholders to review resources and address allocation based on needs.

We conduct monthly School Advisory Council Meetings, as well as monthly Parent Support Team meetings. This allows us to recruit volunteers to assist with school functions and daily routines. Teachers benefit from having volunteers in classrooms, especially at the K-2 level during Reading and/or Math rotations. Additionally, we are able to partner with community members for additional funding resources or donations/contributions to support our school and students.

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

1) 1st Grade - 62% of students scored below the 40th percentile as evidenced by STAR Reading PM3 data in May 2023.
2) 2nd Grade - 53% of students scored below the 40th percentile as evidenced by STAR Reading PM3 data in May 2023.
Our 1st and 2nd grade students need to increase their skills in the area of phonics, phonemic awareness, decoding, and comprehension for future success in grades 3-5.

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

1) 3rd Grade - 66% of students scored below the 40th percentile as evidenced by FAST Cambium Reading PM3 data in May 2023.
2) 4th Grade - 53% of students scored below the 40th percentile as evidenced by FAST Cambium PM3 data in May 2023.
3) 5th Grade - 52% of students scored below the 40th percentile as evidenced by FAST Cambium PM3 data in May 2023.
Our 3rd, 4th, and 5th grade students need to increase their skills in the area of vocabulary, reading comprehension, stamina, and overall literacy learning to increase our proficiency in this area.

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

1) 1st Grade - Our 1st grade students will decrease the number of students scoring below the 40th percentile from 62% to 49% on STAR Reading PM3 in Spring 2024.
2) 2nd Grade - Our 2nd grade students will decrease the number of students scoring below the 40th percentile from 53% to 48% on STAR Reading PM3 in Spring 2024.

Grades 3-5 Measurable Outcomes

1) 3rd Grade - Our 3rd grade students will decrease the number of students scoring below the 40th percentile from 66% to 49% on FAST Cambium Reading PM3 in Spring 2024.
2) 4th Grade - Our 4th grade students will decrease the number of students scoring below the 40th percentile from 53% to 48% on FAST Cambium Reading PM3 in Spring 2024.
3) 5th Grade - Our 5th grade students will decrease the number of students scoring below the 40th percentile from 52% to 47% on FAST Cambium Reading PM3 in Spring 2024.

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.

We will closely monitor all student reading skills through progress monitoring on FAST three times per year (PM1, PM2, and PM3). Students in 1st Grade will take STAR Early Literacy for PM1 and PM3 followed by STAR Reading for PM3, 2nd grade students will take STAR Reading, and Grades 3-5 will take Cambium Reading. In addition, students in Grades 3-5 will also take STAR Reading three times per year as another data point and baseline data to assist in planning whole group and small group differentiated instruction. These assessments will allow us to create progress monitoring plans and plan data-driven instruction, while also developing Tier 2 and/or Tier 3 interventions that are necessary to support increased student achievement for urgent intervention and/or at-risk students. After each progress monitoring window, the MTSS team and administration will meet to review data and scores, identifying areas of strengths and weaknesses to plan professional learning. Additionally, our teachers will meet in grade level groups for data dig meetings to review their individual class/student data, as well as grade level average data. Any teachers that are not meeting expectations will also have an individual data chat with administration, as well as targeted walkthroughs, observations, and coaching from our Literacy Coach.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Colin, Nadia, colinn@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?

Grades 1 & 2 Practices/Programs: Small group differentiated instruction, UFLI (University of Florida Literacy Intervention) Structured Literacy Lessons, Tier 2 with Houghton Mifflin Harcourt Word Study Studio/Read and Respond Journals/Rigby Materials. Tier 3 programs to include Sound Partners/Leveled Literacy Intervention/SIPPS/95% and/or Phonics for Reading, Professional Learning Communities, afterschool tutoring provided for students, Heggerty in conjunction with rigorous Tier 1 instruction, implementation of rubrics/scales, use of the Marzano Focused Teacher Evaluation Model, use of Student-Led Teams collaborative practices, Lalillo computer assisted instruction for adaptive practice, Edmentum Exact Path for individualized adaptive practice aligned to STAR Reading strengths and weaknesses, explicit and systematic phonics instruction, and 45 minute daily Intervention Block.

Grades 3, 4, and 5 Practices/Programs: Small group differentiated instruction, Tier 2 with Houghton Mifflin Harcourt Word Study Studio/Read and Respond Journals/Rigby Materials, Tier 3 programs to include Leveled Literacy Intervention/SIPPS/95% and/or Phonics for Reading, Professional Learning Communities, afterschool tutoring provided for students, implementation of rubrics/scales, use of the Marzano Focused Teacher Evaluation Model, use of Student-Led Teams collaborative practices, Growth Measure assessments, Waggle computer based instructional support for Grades 4 & 5,Edmentum Exact Path for individualized adaptive practice aligned to STAR Reading strengths and weaknesses, and a 45

minute daily Intervention Block.

Yes, all the evidenced-based practices and programs we utilize meet Florida's definition of evidence-based.
Yes, all programs and practices also align with the district's K-12 Comprehensive Evidence-based Reading Plan. Yes, all practices and programs align to the BEST ELA 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?

According to the ESSA evidenced-based strategies, small group differentiated instruction with the programs we have in place are proven to be effective. We will utilize these programs and practices to increase and strengthen our core Tier 1 instruction and progress monitor students in Tier 2 and Tier 3 during the 45 minute daily intervention block. We will continue to build our teachers' knowledge and provide professional development in the five components of reading. Our Literacy Coach and administration will work closely with grade level teams to provide professional development in each of these areas. Our teachers will also utilize PLCs to collaborate and work on building capacity with research-based practices for students in the area of reading. By meeting monthly for data digs with teachers, the MTSS Leadership Team will help teachers to plan data driven instruction and identify any students and/or teachers of concern.

Yes, the evidence based practices and programs address the identified needs.
Yes, the evidence based practices and programs show a proven record of effective for the targeted population.

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
Step 1 - Literacy Leadership 1) Literacy Leadership team will meet quarterly to review data, discuss instruction, plan for literacy events, and incorporate additional literacy supports schoolwide. The team consists of administration, literacy coach, intervention representative, and a representative from all grade levels (Pre-K through Grade 5). 2) Our Literacy Leadership team will plan a parent and family engagement event, as well as a plan for Literacy Week, for all students and families to emphasize the importance of literacy and how to support your child at home with literacy concepts and skills. 3) The Literacy Leadership team will also assist in planning afterschool tutoring lessons and materials, identifying students in need of additional tutoring supports, and supporting the overall need for increased literacy initiatives and programs at East Milton Elementary.	White, Kristen, whitek@santarosa.k12.fl.us
Step 2 - Literacy Coaching 1) Administration and literacy coach will meet every Monday to review data, discuss walkthroughs and observation feedback, and plan for upcoming events, instruction, needs, professional learning, and more. 2) Literacy Coach will support first year classroom teachers, as well as alternatively certified teachers, and/or any teachers NEW to teaching their grade level. We have 2 first year teachers, 3 alternatively certified teachers, and 2 teachers new to teaching a different grade level. This support will include planning, observations, modeling, professional learning, and other items as needed to strengthen ELA instruction in these specific classrooms. 3) Literacy Coach will attend weekly MTSS meetings on Tuesdays to support students at-risk and in need. She will be part of the problem-solving team, assisting to develop evidence based interventions to increase student achievement for identified students. Literacy Coach will also support identified teacher and/or interventionist in delivering the agreed upon intervention or supports to follow through with this additional layer of support for identified students in the MTSS process, ultimately allowing students to close gaps and increase achievement in reading. 4) Literacy Coach will participate in monthly "Data Digs" with teachers by grade level to support literacy and reading instruction based on specific grade level data. Professional development for areas of weakness will be provided and monitored continuously.	White, Kristen, whitek@santarosa.k12.fl.us
Step 3 - Assessment 1) Our students will be assessed three times per year on FAST in the area of Reading. After each progress monitoring window, the MTSS team will review the data and analyze specific areas of need and/or areas of celebration. 2) The MTSS team will then meet with grade level teams to plan and prepare lessons based on the data provided during the progress monitoring window and determine if it aligns with STAR Reading Data (for Grades 3-5). 3) We will also formulate intervention groups and identify selected students at Tier 2 and/or Tier 3 to receive additional supports during the 45 minute intervention block built into the master schedule outside of Tier 1 instruction. 4) All students will also have the opportunity to practice specific standards and skills needed through Lalillo or Waggle, as well as Edmentum Exact Path. This adaptive practice will allow students to receive intervention and/or enrichment for needed areas based on assessment data, teacher observation, and formal/informal assessments. 5) Additionally, after reviewing PM1 data, we will identify and select specific students to participate in afterschool tutoring opportunities for reading. We will do the same after PM2 for another session of tutoring for identified students.	Stokes, Heather, stokesh@santarosa.k12.fl.us

Action Step	Person Responsible for Monitoring
Step 4 - Professional Learning 1) Teachers will participate in a Professional Learning Community. These were strategically planned with topics including many Marzano strategies such as Learning Rubrics and Scales, ESOL Strategies, Test Talk, and more. Administration will attend and monitor these PLCs by receiving minutes and updates from facilitators. 2) Additionally, teachers will have professional learning on BEST standards by our BEST Trainers quarterly. 3) Our Literacy Coach will provide grade level professional learning that is targeted and specific to their needs based on student data. All K-2 teachers will have professional learning in structured literacy lessons at the beginning of the year and ongoing throughout the year as needed. She will follow up with teachers by completing walkthroughs to monitor implementation and fidelity of specific practices. 4) Teachers will continue to have professional learning in the MTSS process specifically related to Tier 2 and/or Tier 3 interventions - how to deliver, track, and progress monitor these students, as well as what to do if a student is not showing progress with an intervention. The MTSS team meets each Tuesday to review students of concern and support teachers in this area. 5) Administration, literacy coach, and literacy interventionist will also attend monthly professional learning sessions with the Literacy Department at the district level to provide additional supports schoolwide. We will debrief and meet each Monday to plan additional learning opportunities for teachers as we see appropriate based on data, observations, and walkthroughs. 6) During monthly Data Dig meetings, professional learning will be embedded for each grade level specific to their current data and/or needs based on classroom observations and walkthroughs.	Colin, Nadia, colinn@santarosa.k12.fl.us

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.

Stakeholders will be notified of the SIP and the progress through a variety of methods to include call outs, annual Title I meetings in August, School Advisory Council Meetings (monthly), Parent Support Team Meetings, Title I Crate, SIP Notebook in Front Office, video during Open House, and posted on social media and our website. The SIP will be made publicly available on the school website under School Improvement Plans.

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 will build positive relationships with stakeholders to support the needs of students and keep parents informed of their child's progress through the use of parent engagement/family night events, School Advisory Council Meetings, Parent Support Team Meetings, Annual Title I Meetings, through the use of Class Tag for family communication, on social media, during parent/teacher conferences, and through call outs.

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))

The school plans to strengthen the academic program by utilizing Title I funding and allocations to purchase additional staff supports and supplemental resources. This includes the salary for a Math Coach, Interventionist, and paraprofessional for additional supports for interventions for students. We will also purchase additional technology for students, materials for small group intervention, stipends for professional development, programs to support student learning (Write Score, ESGI, Study Island, Reflex), parent conferences to discuss progress monitoring plans, and more.

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

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))

At EME we have a full time CDAC mental health counselor, a guidance counselor, two military (MFLAC) counselors, a behavior coach, a school psychologist, five interventionist, a literacy coach, and more to support students social/emotional and behavioral needs to ensure success in the classroom. There are also multiple resources that are provided for any students that need additinal support through the Student Services Department.

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))

N/A

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 implements a positive behavior intervention program to support all students during Tier 1 instruction. If a student accumulates six office discipline referrals or six days of out of school suspension, we create a behavior monitoring plan (BMP) to provide Tier 2 interventions to the student. We monitor students with a BMP at monthly behavior MTSS meetings. If students are not successful with a Tier 2 intervention, we create a Beheavior Consult Application for the district to come out and consult for Tier 3 interventions.

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))

Administrators, literacy, and math coaches, meet monthly with each grade level and complete a data dig. These meetings consist of analyzing data and providing professional development for areas of needs. Profressional development is also provided through PLC's, grade level meetings, and other opportunities throughout the school year for ELA, Math, Science, Social Studies, and/or behavior as needed. We have a core subject lead that shares out professional learning opportunities that come from the district. The leads share out the informtion as it provided by the district to ensure that our teachers have ample opportunity for professional growth. This year we will focus profressional development on student led teams

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))

All Headstart and/or ESE pre-K students have a transition meeting with families where they discuss the students present levels and the upcoming expectations of Kindergarten. Pre-K teachers communicate the needs of the students with the administration so that students can be placed appropriately. Students who have not been to Pre-K, receive a Kindergarten readiness bag when they register. We also screen every student who registers for Kindergarten to collect baseline data on their academic and social needs. This information allows teachers to be prepared for the unique needs of every child on the first day of school. Throughout the school year, all Pre-K families are invited to our Title 1/Family Engagement events.