Gulf Breeze Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Gulf Breeze Elementary School

549 GULF BREEZE PKWY, Gulf Breeze, FL 32561

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

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.

Encourage all students to reach their highest potential while providing a supportive and engaging environment.

Provide the school's vision statement.

All students will be prepared to conquer future academic challenges and develop self-confidence to make decisions that will have a positive impact on their future.

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

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

Name	Position Title	Job Duties and Responsibilities

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

Name	Position Title	Job Duties and Responsibilities
		• Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/ personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement. • Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, 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.
Lowry, Tiffany	School Counselor	• Is responsible for the registration of new students and scheduling of all students. • Assists students in the selection of classes and graduation options. • Provides small group developmental guidance activities to all students. • Provides personal/social, behavioral, and/or academic counseling to all students. • Provides assistance in the screening, referral, identification and placement of students with special needs • Provides assistance to parents of all students. • Provides appropriate consultation and staff development to school personnel and/or parents/community as needed. • Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities. • Organizes and conducts career and college information programs. • Provides information regarding community service opportunities and enters community service hours in the computer.

Name	Position Title	Job Duties and Responsibilities
		• Provides information and counseling for Bright Futures opportunities and registration. • Coordinates dual enrollment programs. • Identifies and counsels potential dropouts, offering them other options. • Counsels students who are experiencing attendance difficulties. • Interprets test results to parents, students, and other school staff. • Assists students and families in need with providing basic care through referrals to appropriate resources. • Provides orientation for all incoming and new students. • Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education). • Identifies and refers students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.). • Continually enhances the overall guidance program through in-service opportunities. • Evaluates the overall guidance program on a continuing basis. • Provides assistance and information to faculty, students and parents in regard to multi-cultural education. • Assists in the orientation of new faculty/staff members. • Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor. • Provides input in the development of curriculum and the master schedule. • Coordinates the proper maintenance, transfer, and acquisition of students' records as required. • Assists in the maintenance of the automated student data system. • Attends and participates in faculty meetings. • Coordinates all award presentations. • Coordinates all graduation activities, verifying that graduation requirements have been met. • Contributes to the MTSS Team meetings. • Establishes and maintains cooperative relations with students, faculty, staff and parents. • Assumes the responsibility to maintain a valid Florida teachers' certificate. • Provides own method of transportation to various locations when required. • Performs other tasks and responsibilities as assigned by the principal.
Griffin, Melody	Teacher, K-12	• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/

Name	Position Title	Job Duties and Responsibilities

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

Name	Position Title	Job Duties and Responsibilities
		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.
Kent, Kaitlyn	Teacher, K-12	• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. • Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment. • Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning

Name	Position Title	Job Duties and Responsibilities
		environment and adhering to state law and board policies. • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students, and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration. Continuous Professional Improvement: • Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. • Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement. • Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of

Name	Position Title	Job Duties and Responsibilities
		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.

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.

Our School Advisory Council, along with teachers, administration and staff contribute to the formulation and review of our School Improvement Plan annually, while consistently working to improve the learning environment. Student performance/data is shared with our teachers and SAC leadership throughout the year. In addition to these groups, student performance/data is shared with our PTA. Our data will be shared at our first PTA meeting on August 15, 2023.

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))

Through regular team data chats, professional learning communities, and administrative data chats, student performance will be monitored from the larger view of professional learning communities, to more specific grade level needs, and finally with smaller focus with administrative data chats. From the big picture (PLC's) to small focus (administrative data chats), we will be able to target more specific needs.

Each semester the principal and assistant principal will meet with District leaders including 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 o 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	No
2022-23 Minority Rate	15%
2022-23 Economically Disadvantaged (FRL) Rate	21%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
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	0	15	10	6	2	13	0	0	0	46
One or more suspensions	0	0	0	1	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	0	3	3	1	1	0	0	0	8
Course failure in Math	0	0	1	1	1	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	0	4	5	0	0	0	9
Level 1 on statewide Math assessment	0	0	0	0	0	1	0	0	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	22	18	15	7	0	0	0	67

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	5	4	3	3	0	0	0	16

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

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

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	8	6	11	7	8	4	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	2	1	2	0	0	0	9
Course failure in Math	0	0	1	1	0	2	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	4	11	0	0	0	15
Level 1 on statewide Math assessment	0	0	0	0	2	10	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	7	4	2	3	0	0	0	28
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

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	8	6	11	7	8	4	0	0	0	44
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	2	1	2	0	0	0	9
Course failure in Math	0	0	1	1	0	2	0	0	0	4
Level 1 on statewide ELA assessment	0	0	0	0	4	11	0	0	0	15
Level 1 on statewide Math assessment	0	0	0	0	2	10	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	7	4	2	3	0	0	0	28
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

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*	82	62	53	84	65	56	84		
ELA Learning Gains				73			76		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Lowest 25th Percentile				60			64		
Math Achievement*	88	68	59	86	45	50	88		
Math Learning Gains				83			84		
Math Lowest 25th Percentile				66			70		
Science Achievement*	77	57	54	78	68	59	85		
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)	N/A
OVERALL Federal Index – All Students	83
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	331
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0

2021-22 ESSA Federal Index	
Total Points Earned for the Federal Index	530
Total Components for the Federal Index	7
Percent Tested	100
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	66			
ELL				
AMI				
ASN				
BLK				
HSP	85			
MUL	65			
PAC				
WHT	84			
FRL	68			

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	66			
ELL				
AMI				
ASN				
BLK				
HSP	89			
MUL	68			
PAC				

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%
WHT	76			
FRL	69			

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	82			88			77					
SWD	65			63			57				4	
ELL												
AMI												
ASN												
BLK												
HSP	78			91							2	
MUL	67			67			60				3	
PAC												
WHT	84			89			79				4	
FRL	69			80			65				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	84	73	60	86	83	66	78					
SWD	65	68	71	70	67	65	56					
ELL												
AMI												
ASN												
BLK												
HSP	89	70		95	100							

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
MUL	56	75		72	67							
PAC												
WHT	86	73	60	86	83	66	79					
FRL	70	65	68	74	78	71	56					

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	84	76	64	88	84	70	85					
SWD	61	50		71	90		55					
ELL												
AMI												
ASN												
BLK												
HSP	80			80								
MUL	73	73		88	82		83					
PAC												
WHT	85	76	70	88	85	73	85					
FRL	65	59		73	82		87					

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	83%	64%	19%	54%	29%
04	2023 - Spring	90%	68%	22%	58%	32%
03	2023 - Spring	81%	61%	20%	50%	31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	90%	70%	20%	59%	31%
04	2023 - Spring	96%	72%	24%	61%	35%
05	2023 - Spring	84%	63%	21%	55%	29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	77%	55%	22%	51%	26%

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.

All ESSA subgroups met targets for the 2022/23 school year, our science score did decrease 1 point from 78 to 77 percent proficient. Last year, our school focus was Reading and Math with a heavy focus on targeted ESSA subgroups. Although, the school proficiency for science was 22 points above the district average, science will be a focus for the 2023/2024 school year.

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

Based on state-wide achievement scores, our school only showed a decline in one area, Science. The state science proficiency was 51%, district science proficiency was 55%, and school proficiency was 77%. This represents a 1% decrease from the previous year. Math and Science teams focused their PLCs on Math standards and Learning Scales which resulted in a significant gain (4%) in our math scores.

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.

Based on FAST testing, school Math achievement scores reflected a 90% proficiency rate. The school was 32% above the state average of 58% proficient. Math standards, learning scales, and targeted alignment to the Marzano evaluation tool were school-wide SIP focus areas for the 2022/23 school year.

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

Math scores showed the greatest improvement (increase from 86% to 90% proficient) over the previous year. This improvement is due to our school-wide focus on Math Standards, learning scales, and alignment to the Marzano evaluation tool (Standards-Based Instruction).

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

Student attendance has been a priority the past several years. School data reflects an increase in the number of students with over 10% absences for the year from 44 students to 46 students. Our student population has grown by more then 10% over the last two years, our overall percentage of students with over 10% absences has increased. Our MTSS team will continue to weekly monitor student attendance. GBE had the lowest absentee rate of any elementary school in Santa Rosa County during the 2022-2023 school year. In addition to student attendance being a concern, teacher attendance continues to be a concern, since one teacher's absence affects every student in the class. There is no substitute for highly effective standards-based instruction by a certified classroom teacher.

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

1-Science
2-Student/Teacher Attendance
3-Reading

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

#1. Positive Culture and Environment specifically relating to Teacher Attendance

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.

A positive school culture starts with the mindset that all classes will be inclusive and welcoming to all stakeholders and it all begins with our teachers! Teachers are our number one asset at our school and through an inclusive culture, teachers are supported by administration, peers, families, and our community. With such a supportive environment, teacher attendance cannot be overlooked as a key part of our success. Teacher attendance is critical to maintain consistent and rigorous instruction.
The GBE teacher attendance rate during the 2022-2023 school year was 90%, the highest in Santa Rosa County, but that results in an average of over 80 students with a substitute teacher each day.

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

Our goal is to maintain teacher attendance at or above 90% for the 2023-2024 school year.

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

By utilizing Frontline reports, teacher attendance is monitored weekly. When a teacher has less then 2 days left, administration will notify the teacher. If a teacher has a medical issue, that will be handled on an individual basis.

Person responsible for monitoring outcome:

Warren Stevens (stevensw@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.)

Based on the article, Do Teacher Absences Impact Student Achievement? Longitudinal Evidence From One Urban School District, 4th grade teachers with 10 additional days absent reduced math achievement by 3.2% of a standard deviation.

https://journals.sagepub.com/doi/abs/10.3102/0162373708318019

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

When a teacher is absent, a substitute follows the basic lesson plan; however, they do not have the depth of knowledge of a fulltime teacher. Everyday, our teachers teach students to be independent thinkers and reflective learners. A substitute does not have the training or experience with the students to push individual students to think creatively to active a higher level of comprehension.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Remind teachers of attendance policy

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

By When: 8/9/2023

Monitor teachers attendance

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

By When: Weekly

Meet with teachers who have less than 2 days of leave

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

By When: As needed

#2. 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.

Reading (84% to 85%) and Math (86% to 90%) FAST scores have indicated growth from 2022 to 2023, however science scores dropped (78% to 77%).

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

Increase Science Proficiency to 80% or higher based on the end of year science state assessment.

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

Progress monitoring will focus on quarterly classroom observations utilizing iObservation and data chats at the end of each DOE progress monitoring window. Chats conducted by Principal/AP will be based on progress monitoring assessment results as well as classroom observations.

Person responsible for monitoring outcome:

Warren Stevens (stevensw@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.)

Utilizing student led academic teams, our students will increase their self-efficacy and goal setting by using Standards Based Learning Targets and Scales.

(Toth and Sousa, The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming, 2019)

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

Though our Marzano evaluation tool, Domain 4, "Identifying Critical Content from the Standards" allows students to monitor and track their individual learning progress. Student ownership of the learning process is not only a Marzano finding, it is also a Hattie High Impact Strategy listed in Visible Learning: The Sequel, 2023.

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

(Hattie, Visible Learning: The Sequel, 2023)

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Professional development PLC based on new B.E.S.T. standards for Science with focus on supporting remediation for small groups

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

By When: April 2024

2. Classroom walk-throughs using iObservation with a focus on Science Learning Target and Scales

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

By When: 10/5/2023, 12/15/2023, 3/15/2024, 5/1/2024

3. Data chats at the end of each DOE progress monitoring window, focused on student achievement growth and the identification of learning gaps with focus on collaborative strategy discussion, based on classroom experiences.

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

By When: At the end of each progress monitoring window

#3. Instructional Practice specifically relating to ELA

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.

Although all reading ESSA subgroups met ESSA targets, and overall school scores increased from 84% to 85%, which is 30 points above the state average of 55%, it is our second lowest performing area.

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

Our goal is to increase Reading Proficiency to 85% or higher based on the end of year FAST ELA state assessment.

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

Progress monitoring will focus on quarterly classroom observations utilizing iObservation and data chats at the end of each DOE progress monitoring window. Chats conducted by Principal/AP will be based on progress monitoring assessment results as well as classroom observations.

Person responsible for monitoring outcome:

Warren Stevens (stevensw@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.)

Student self assessment of learning based on clear learning goals and rubrics, clearly aligned to BEST ELA standards will be utilized in all classrooms. Teachers in collaboration with PLC facilitators will focus on aligning learning goals to ELA BEST standards.

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

John Hattie's research in Visible Learning shows that clear learning goals allow students to self evaluate and create a learning path. His research indicated that systematic identification of skills and goals prior to delivery of instruction increases student focus and retention of targeted materials. (John Hattie, Visible Learning, 2008)

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Professional development PLC based on new B.E.S.T. standards for ELA

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

By When: 4/1/2024

Professional development PLC based on Tier 2 and 3 intervention strategies

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

By When: 4/1/2024

Data chats (each progress monitoring window) focused on student achievement growth and the identification of learning gaps

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

By When: Quarterly