

Santa Rosa County School District

Jay Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	28
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	0

Jay Elementary School

13833 ALABAMA ST, Jay, FL 32565

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

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.

Jay Elementary School's mission is to prepare and motivate students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values.

Provide the school's vision statement.

Our vision at Jay Elementary School is to provide all students quality instruction while encouraging them to discover their unique purpose, to cultivate their gifts and talents, to serve others, and to develop viable, valuable, and productive citizens of the community and society.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

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

Name	Position Title	Job Duties and Responsibilities
		<p>liaison between the two.</p> <p>29. Be proactive in decisions relating to school and community well-being.</p> <p>30. Use effective positive interpersonal communication skills.</p> <p>31. Actively participate in the recruitment of business partnership to benefit the school community.</p> <p>32. Assign and supervise special tasks to school personnel.</p> <p>33. Assign to teachers such responsibility and authority for student control as deemed appropriate.</p> <p>34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p>
Hall, Amanda	Assistant Principal	<ol style="list-style-type: none"> 1. Coordinate all aspects of elementary curriculum. 2. Coordinate faculty, year level and individual teacher's planning, as assigned. 3. Assist teachers in interpreting and implementing the District's curriculum. 4. Coordinate, as assigned, research related to curriculum development. 5. Recommend curriculum adjustments to meet the special learning needs of individual children. 6. Assist teachers in organizing classrooms for effective learning. 7. Implement and schedule the standardized testing program when assigned. 8. Establish and maintain a system of school-wide textbook accountability. 9. Schedule and plan in-service programs and prepare required reports. 10. Work with the media specialist in adapting and improving the use of media in the school. 11. Participate in proposed and on-going curriculum development projects. 12. Serve, at the direction of the Principal, as advisor and special consultant to probationary employees. 13. Coordinate the grade placement and grouping of children. 14. Assist the Principal in planning and carrying out staff and parent curriculum meetings. 15. Serve as the administrative representative on the school's MTSS Team. 16. Complete special assignments assigned by the Principal. 17. Assume building supervisory responsibility in the absence of the Principal. 18. Maintain high visibility within all areas of the facility and assist teachers in maintaining discipline. 19. Assist in the supervision of all school activities and programs. 20. Supervise students in order to maintain a safe and orderly environment. 21. Assist the Principal in planning and implementing the school improvement program. 22. Assist the Principal and other staff in maintaining a clean and safe school plant. 23. Assist in the selection, supervision and evaluation of all school personnel. 24. Prepare such records and reports as the Principal may assign. 25. Perform other incidental tasks consistent with the goals and objectives of this position.
Hendricks, Jennifer	School Counselor	<ol style="list-style-type: none"> 1. Assist in the registration and placement of students. 2. Provide classroom guidance activities that address character education,

Name	Position Title	Job Duties and Responsibilities
		<p>multi-cultural awareness, and conflict resolution to all students.</p> <ol style="list-style-type: none"> 3. Provide personal, social, behavioral, and/or academic counseling to identified individuals or small groups. 4. Oversee the provision of career development activities for students. 5. Administer initial screenings and coordinates the referral process for identification and placement of students with special needs. 6. Provide appropriate consultation with parents on all issues related to student success. 7. Provide appropriate consultation and staff development to school personnel as needed. 8. Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students. 9. Track attendance and develop appropriate truancy intervention plans. 10. Assist with referrals to other service providers and outside agencies. 11. Facilitate MTSS Team meetings. 12. Develop 504 plans and health care plans as needed. 13. Maintain access to current information regarding community resources. 14. Organize community service projects. 15. Coordinate district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff. 16. Provide or assists with student orientation. 17. Evaluate the guidance program on a continuing basis. 18. Consult with school personnel on issues regarding student discipline. 19. Assist in the orientation of new faculty and staff members. 20. Assist with parent/teacher conferences as requested. 21. Oversee the proper maintenance of student records as required by applicable policies, regulations, and procedures. 22. Attend and participate in faculty meetings. 23. Accept responsibility for extra-curricular activities as assigned. 24. Attend professional meetings and staff development activities. 25. Maintain a valid Florida teacher's certificate. 26. Provide own method of transportation to various locations when required. 27. Perform other tasks and responsibilities as assigned by the principal.
Brown, Katie	Other	<ol style="list-style-type: none"> 1. Provides daily intensive reading instruction to K-5 students. Grade level will be dependent on school need. 2. Promotes family involvement in education through partnerships between schools and parents. 3. Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families. 4. Provides information, training, and support for families and educators regarding reading intervention. 5. Collaborates with all professional and support personnel in the delivery of reading intervention. 6. Assesses students using a variety of measures to determine appropriate instructional needs. 7. Provides ongoing training and follow-up in the use of assessment and intervention tools to assist the continuous development of students.

Name	Position Title	Job Duties and Responsibilities
		8. Collaborates with and coach interventionists and teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for reading intervention needs. 9. Documents and monitors literacy data. 10. Organizes and monitors intervention groups. 11. Communicates with faculty and staff with professionalism. 12. Demonstrates characteristics of an on-going learner. 13. Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. 14. Serves as a reading contact between the Literacy Department and elementary schools. 15. Supports schools and parents in developing “Read at Home” plans for Tier III students as required by the District Literacy Plan.

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.

School leadership team will meet weekly to review data and discuss strategic plans to implement instructional strategies to increase student achievement. Teachers will participate in teacher-led professional learning communities. PTO will actively participate in activities in campus to increase parent and community involvement. School advisory council will meet quarterly to share school achievement and data trends and allow for stakeholder involvement in school improvement planning.

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))

School Improvement Plan will be discussed at school leadership weekly meetings. As data is disaggregated, the team will look for learning opportunities for students and teachers. Professional development will be offered to meet teacher needs based on student data. If necessary, the school leadership team will revise the school improvement plan to ensure continuous improvement.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes

2022-23 Minority Rate	8%
2022-23 Economically Disadvantaged (FRL) Rate	64%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 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	20	14	10	9	20	9	11	0	0	93
One or more suspensions	3	1	0	1	2	0	10	0	0	17
Course failure in English Language Arts (ELA)	0	4	7	3	6	5	0	0	0	25
Course failure in Math	0	2	1	2	12	2	3	0	0	22
Level 1 on statewide ELA assessment	0	0	0	4	10	15	14	0	0	43
Level 1 on statewide Math assessment	0	0	0	1	15	12	12	0	0	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	7	12	17	13	16	27	0	0	105

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	7	6	7	5	15	7	13	0	0	60

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	7	1	3	4	1	0	2	0	0	18
Students retained two or more times	0	0	0	0	0	0	1	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	10	10	13	14	14	13	10	0	0	84
One or more suspensions	2	0	2	0	1	0	1	0	0	6
Course failure in ELA	0	1	2	7	6	1	2	0	0	19
Course failure in Math	0	1	2	5	7	8	3	0	0	26
Level 1 on statewide ELA assessment	0	0	0	5	12	17	15	0	0	49
Level 1 on statewide Math assessment	0	0	0	1	19	15	13	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	27	0	0	27

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	1	1	7	12	11	7	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	1	2	5	1	0	2	0	0	18
Students retained two or more times	0	0	0	0	0	0	1	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	10	10	13	14	14	13	10	0	0	84
One or more suspensions	2	0	2	0	1	0	1	0	0	6
Course failure in ELA	0	1	2	7	6	1	2	0	0	19
Course failure in Math	0	1	2	5	7	8	3	0	0	26
Level 1 on statewide ELA assessment	0	0	0	5	12	17	15	0	0	49
Level 1 on statewide Math assessment	0	0	0	1	19	15	13	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	7	12	17	13	16	27	0	0	105

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	1	1	7	12	11	7	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	7	1	2	5	1	0	2	0	0	18
Students retained two or more times	0	0	0	0	0	0	1	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*	64	62	53	61	65	56	63		
ELA Learning Gains				51			58		
ELA Lowest 25th Percentile				23			33		
Math Achievement*	72	68	59	66	45	50	71		
Math Learning Gains				63			65		
Math Lowest 25th Percentile				53			37		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	47	57	54	53	68	59	53		
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	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	250
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	370
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	29	Yes	3	2
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	61			
FRL	56			

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	26	Yes	2	1
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	52			
FRL	50			

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	64			72			47					
SWD	20			36							3	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	62			72			44				4	
FRL	55			64			39				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	61	51	23	66	63	53	53					
SWD	12	14	20	24	48	38						
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	60	51	23	66	63	52	51					
FRL	52	51	28	59	61	56	43					

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	63	58	33	71	65	37	53					
SWD	26	30	29	38	48	40						
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	62	56	33	71	65	39	51					
FRL	58	51	33	61	65	41	50					

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	62%	64%	-2%	54%	8%
04	2023 - Spring	68%	68%	0%	58%	10%
06	2023 - Spring	68%	55%	13%	47%	21%
03	2023 - Spring	66%	61%	5%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	85%	63%	22%	54%	31%
03	2023 - Spring	81%	70%	11%	59%	22%
04	2023 - Spring	61%	72%	-11%	61%	0%
05	2023 - Spring	65%	63%	2%	55%	10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	55%	-9%	51%	-5%

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.

ELA Lowest 25th percentile showed the lowest performance with 23%. ESE and classroom teachers did not plan cohesively and use data to drive instruction for this subgroup. Data from prior year because current data does not reflect learning gains.

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

ELA Lowest 25th percentile showed the greatest decline from the prior year with a 10% drop from 33% proficiency to 23% proficiency. ESE and classroom teachers did not plan cohesively and use data to drive instruction for this subgroup. Data from prior year because current data does not reflect learning gains.

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.

4th grade Math proficiency for Jay Elementary was at 60% compared to the state average of 61%. ESE and classroom teachers did not plan cohesively to address the needs of all learners and increase achievement. Math interventionist was not utilized with efficacy.

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

Math Lowest 25th percentile showed growth from 37% in 2021 data to 53% in 2022. Math interventionist was utilized and data drove instruction to meet the needs of Lowest 25th percentile group.

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

Attendance, 4th grade Math proficiency, and students with substantial reading deficiencies are potential areas of concern.

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

1. Cohesive planning time between ESE and general education teachers.
2. Increase achievement in 4th grade Math proficiency.
3. Constant monitoring of attendance for all students below 95%.

Area of Focus

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

#1. 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.

2021-2022 Spring state assessment data results demonstrated the following proficiency percentages for students with disabilities: ELA- 12%, Math- 24%. In an effort to increase proficiency for this subgroup, we will increase collaborative planning between ESE and general education teachers.

Measurable Outcome:

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

Short term: Assessment data for 2023-2024 will increase for PM2 to 25% in ELA and 35% in Math for the students with disabilities subgroup. Assessment data for 2023-2024 will increase for PM3 to 35% in ELA and 45% in Math.

Long term: Increase overall federal index for students with disabilities to 41% or higher in the next 3 years.

Monitoring:

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

The school leadership team will review lesson plans weekly to provide support and feedback to teachers. Content coaches will be present in common planning to support the development of explicit, intentional instruction that is aligned. The school leadership team will walk classrooms in all grade levels bi-weekly to monitor the delivery of instruction. The leadership team will meet weekly to review trends and adjust as needed.

Person responsible for monitoring outcome:

Katie Brown (brownkh@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 collaborative teaching, we will have cooperating teacher leaders attend training to learn about a collaborative teaching model. "We have identified five principles underpinning successful collaborative teaching: 1.shared purpose, 2.trust, 3.openness, 4.team orientation, 5.communication." A team-teaching approach will increase rigor for all students, especially emphasizing learning gains for students with disabilities.

Keenan, S., & Forbes, D. (2020). It's a "we" thing: Five principles of collaborative teaching, with implications for school leadership. *Set: Research Information for Teachers*, (2). doi:10.18296/set.0171

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"There is an increasing expectation that teachers work collaboratively.

- Collaborative teaching is complex and challenging.
- Keys to successful collaborative teaching include establishing trust and openly sharing problems.
- School leaders can support collaborative teaching by enabling time and space for teachers to talk."

When teachers work together to plan and implement instruction, students receive the benefits of the collaborative teaching model. Using data to drive instructional decisions allows students to be better

served and teachers to work together to meet the needs of every individual.

Keenan, S., & Forbes, D. (2020). It's a "we" thing: Five principles of collaborative teaching, with implications for school leadership. Set: Research Information for Teachers, (2). doi:10.18296/set.0171

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.

Step 1: ESE and general education teachers will attend training on collaborative teaching model.

Person Responsible: Katie Brown (brownkh@santarosa.k12.fl.us)

By When: Fall of 2023

Step 2: ESE and general education teachers will share information from training with other ESE and general education teachers on campus. PLC opportunity to collaborate on how to implement at Jay Elementary.

Person Responsible: Katie Brown (brownkh@santarosa.k12.fl.us)

By When: Upon completion of training, Fall 2023

Step 3: Teachers will work collaboratively with Katie Brown to implement new collaborative instructional model. Katie Brown will observe and allow for peer observation of collaborative instructional model.

Person Responsible: Katie Brown (brownkh@santarosa.k12.fl.us)

By When: Bi-weekly upon completion of training.

#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.

2022-2023 Spring state assessment data results demonstrated the following proficiency for 5th grade students in Science: 46%. This indicates a downward trend over the past few years. 2020-2021: 53%, 2021-2022: 53%, and 2022-2023: 46%.

Measurable Outcome:

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

For the 2023-24 school year, Progress Learning assessment Science proficiency will increase from 20% in PM1 to 40% by PM2. 2023-2024 Spring assessment data will reflect 60% for the state Science assessment.

Monitoring:

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

Teachers will use district-based progress learning probes and assessments to guide instruction and determine proficiency in each progress monitoring window.

Person responsible for monitoring outcome:

Josh Pape (papegj@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 achievement on the state science assessment, we will effectively implement ongoing progress monitoring to allow teachers access to data. This data will drive instructional decision making and track progress of all students. Increased exposure to explicit, benchmark-aligned instruction will improve learning outcomes for all students. "Being driven by data requires more than the existence of a data infrastructure, accessible data, and a culture of data use. It also requires careful attention that data are both relevant and diagnostic for each decision maker and decision. Meaningful use of data begins with who will access, analyze, or review the data and for what purpose."

https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/technicalassistance/Data_Use_Infographic.pdf

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers will become familiar with using data to drive instruction by incorporating learning probes into instruction each quarter. This data will guide standards-based decision making and increase proficiency. "Data must be relevant to the decision maker in order to guide the improvement of practice or outcomes. Its relevance may depend, for example, on whether data are related to students, staff, or programs or on how frequently data are updated and delivered."

https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/technicalassistance/Data_Use_Infographic.pdf

Tier of Evidence-based Intervention

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

Tier 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.

District Science team will meet with teachers in grades 3-6 to train them on progress learning and district resources to increase proficiency.

Person Responsible: Josh Pape (papegj@santarosa.k12.fl.us)

By When: August 4, 2023

Grade level teams will meet with administrators to discuss data and make instructional decisions based on student achievement.

Person Responsible: Josh Pape (papegj@santarosa.k12.fl.us)

By When: Monthly

Teachers will assess students in 5th grade quarterly to determine progress towards proficiency goal. 4th grade students will utilize district-made assessments during same assessment windows.

Person Responsible: Josh Pape (papegj@santarosa.k12.fl.us)

By When: Quarterly

#3. 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.

2022-2023 school employee attendance rate was 91%. Because teachers and staff were absent, substitutes or other staff members covered the classes and while education is being provided, it is not to the same level of rigor as if the classroom teacher were present.

Measurable Outcome:

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

Jay Elementary School goal is 95% teacher attendance for 2023-2024.

Monitoring:

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

District data report will be used to measure school employee attendance for 2023-2024 school year. Administrators will monitor school employee attendance weekly and provide support/feedback to teachers.

Person responsible for monitoring outcome:

Amanda Hall (halla1@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.)

Teacher absenteeism affects the school culture and climate. "Bruno (2002) purports that "when there is a high teacher absence, it tends to lower the morale of remaining teachers resulting in high teacher turnover" (p. 1).

Bruno, J. (2002). The geographical distribution of teacher absenteeism in large urban school district settings: Implications for school reform efforts aimed at promoting equity and excellence in education. Education Policy Analysis, 10(32), 1-3.

At start of year, we provided teachers with number of missed days from prior year. Administrative expectations were shared with staff at pre-planning meeting. Administration will monitor staff attendance throughout the year and have individual discussions as necessary.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students do not perform as well academically if their teacher is chronically absent. Woods and Montagno (1997) purport that the teacher attendance rate has a negative effect on student achievement.

Woods, R. & Montagno, R. (1997). Determining the negative effect of teacher attendance on student achievement. Education, 118 (2), 307.

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.

Administrators will meet with teachers individually during preplanning who have struggled with poor attendance or management of their personal leave time during the 2022-2023 school year.

Person Responsible: Amanda Hall (halla1@santarosa.k12.fl.us)

By When: August 10, 2023

Administrators will monitor school employee absenteeism monthly and meet with staff members as needed.

Person Responsible: Amanda Hall (halla1@santarosa.k12.fl.us)

By When: Monthly

Administrators will take disciplinary action, as needed, for teachers with chronic absenteeism.

Person Responsible: Amanda Hall (halla1@santarosa.k12.fl.us)

By When: Monthly

#4. Instructional Practice specifically relating to Student Engagement

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.

Student engagement for all learners is critical for growth in proficiency. To increase student engagement, we will focus on student-led teams across our campus. Additionally, to increase rigor of instruction, teachers will implement goals and scales into instructional procedures with fidelity.

KG Early Literacy showed a proficiency increase of 30% from PM1 to PM3. KG Math showed a proficiency increase of 16% from PM1 to PM3. 1st grade Math showed a proficiency increase of 1% from PM1 to PM3. 2nd grade ELA showed a proficiency increase of 15% from PM1 to PM3. 2nd grade Math showed a proficiency increase of 6% from PM1 to PM3. 3rd grade ELA showed a proficiency of 66%. 3rd grade Math showed a proficiency of 80%. 4th grade ELA showed a proficiency of 68%. 4th grade Math showed a proficiency of 60%. 5th grade ELA showed a proficiency of 63%. 5th grade Math showed a proficiency of 65%. 6th grade ELA showed a proficiency of 68%. 6th grade Math showed a proficiency of 85%.

Measurable Outcome:

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

During classroom walkthroughs, students will be engaged in student-led teamwork on 6/10 opportunities. If student engagement increases, this will cause an increase in student achievement scores. Additionally, eachers will have goals and scales posted in their classrooms for standards being taught. During classroom walkthroughs, administrators will observe teachers and students referring to the goals and scales throughout the lesson on 6/10 opportunities.

We would like to see the following proficiencies by PM3: KG Early Literacy 85%, KG Math 75%, 1st grade Math 95%, 2nd grade Reading 75%, 2nd grade Math 95%, 3rd grade ELA 70%, 3rd grade Math 85%, 4th grade ELA 75%, 4th grade Math 75%, 5th grade ELA 70%, 5th grade Math 70%, 6th grade ELA 70%, 6th grade Math 85%.

Monitoring:

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

We will monitor student-led teams during classroom walkthroughs and scheduled observations. We will instruct teachers and staff on what we are looking for and when we will be coming to increase opportunities for success in implementation.

Person responsible for monitoring outcome:

Amanda Hall (halla1@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.)

When students are participating in active academic discussions, they are receiving and transmitting information at a greater frequency. "Many principals tell us that teachers with higher-functioning academic teams typically have better test results than those who hold to a more traditional model of instruction."

Toth, M. D., & Sousa, D. A. (2019). The power of student teams: Achieving, social, emotional and cognitive learning in every classroom through academic teaming. Learning Sciences International.

When teachers and students have clear learning targets or goals, they have a shared vision of learning expectations. "Learning targets provide a focus for planning and enable you to work more efficiently. These targets not only serve as communication tools that set forth the criteria for student success in each

lesson but also function as feedback tools that provide information to you and your students about their performance."

https://www.learningsciences.com/wp-content/uploads/2020/06/cultps_lookinside-min-min.pdf

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"Academic teaming creates more access for all learners, resulting in greater equity for students in core instruction." Giving all students opportunities to participate in learning results in greater success for all learners, not only high achievers.

Toth, M. D., & Sousa, D. A. (2019). The power of student teams: Achieving, social, emotional and cognitive learning in every classroom through academic teaming. Learning Sciences International.

Scales allow teachers and students the opportunity to communicate on their understanding of a standard in a direct, measurable way. "A performance scale organizes the various types of targets on a continuum that ranges from simpler to more complex thinking. A well-designed scale, based on the identified targets, functions as a communication tool between you and your students as it outlines the progression of learning toward the learning goal."

https://www.learningsciences.com/wp-content/uploads/2020/06/cultps_lookinside-min-min.pdf

Tier of Evidence-based Intervention

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

Tier 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.

At beginning of year faculty meeting, we will share the district video presented at administrator's conference about student-led teams. All teachers who have participated in this approach previously will have opportunities to share what they used and how it was implemented. Teachers will have time to collaborate on a "first step" towards action.

During preplanning, teachers who are developing and proficient in use of goals and scales in instruction will present to faculty and staff. This will allow for peer coaching and professional learning.

Person Responsible: Amanda Hall (halla1@santarosa.k12.fl.us)

By When: August 2, 2023

Teachers will participate in PLCs on grade-level teams to develop proficiency at implementing student-led teams in their classrooms.

Throughout the first quarter, teachers will have opportunities to observe mentor teachers in the implementation of goals and scales.

Person Responsible: Amanda Hall (halla1@santarosa.k12.fl.us)

By When: Bi-weekly

Administrators will conduct walk-through observations and formal observations of teachers implementing student-led teams in their instruction.

During classroom walkthroughs, administrators will look for the implementation of goals and scales in lessons. If teachers need further support, it will be available through the school literacy leader and administrative team.

Person Responsible: Amanda Hall (halla1@santarosa.k12.fl.us)

By When: Monthly

Teachers will participate in professional development to increase understanding of student-led team teaching strategies.

Person Responsible: Amanda Hall (halla1@santarosa.k12.fl.us)

By When: As available through SRCSD

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).

We will review prior year Title I budget to determine priorities based on student needs and achievement levels. Resources and personnel purchased through Title I funds are based on student needs as they fluctuate from year to year. Professional development for teachers will be determined based on communicated areas of need or data-driven areas of need.

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.

Callouts to families inviting them to be active participants in their child's education and be present for on-campus events, Annual Title I Meeting in conjunction with family night to increase participation, Title I crate, SIP in notebook in parent resource room, provide video for parents on social media with relevant information about Title I.

At our beginning of year SAC meeting, we will list our SIP areas of focus and explain the rationale for each area. We will address questions and concerns as needed.

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))

We will maintain constant communication with all stakeholders using multiple platforms such as ClassTag, social media, in-person meetings, and invitations for families to join us on campus throughout the year. To support the needs of students, we will monitor student data, have data meetings with grade levels, and MTSS meetings as needed. We will also discuss non-academic needs to help support students for them to be successful.

To keep parents informed of their child's progress, we will use ClassTag to stay in constant communication. Teachers will make weekly positive phone calls, and schedule conferences as needed for students who need additional support.

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)

Funding literacy leader position, Title I para position, STEAM Night, Literacy Night, Academic programs (Do the Math, Sound Partners), technology supplies, substitutes to allow teachers to meet with parents or attend professional development, funding for before and after school tutoring.

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))

n/a

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).

n/a

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))

n/a

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))

n/a