

Santa Rosa County School District

Pea Ridge 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	15
III. Planning for Improvement	20
IV. ATSI, TSI and CSI Resource Review	29
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	30
VII. Budget to Support Areas of Focus	0

Pea Ridge Elementary School

4775 SCHOOL LN, Pace, FL 32571

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

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.

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Carden, Wanda	School Counselor	<ul style="list-style-type: none"> • Develop counseling services and establish priorities through short- and long-range plans based on developmental needs of students, needs assessments, and school, district, and state priorities. • Communicate goals and services of the counseling programs to school administration, staff, students, parents, and community. • Review, evaluate, and select a variety of materials to support a well-balanced counseling program. • Establish, implement, coordinate, and monitor effective school-wide counseling services and activities. • Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines. • Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies. • Use technology resources effectively and assist in the maintenance of the automated student data systems. • Provide input in the development of curriculum. • Assist in the orientation of new faculty/staff members as needed. • Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. • Provide assistance in the screening, referral, identification, and placement of students with special needs. • Assess students using the Multi-Tier Support System (MTSS—formerly known as RTI) and provide assistance. • Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance. • Explain the nature and purpose of assessments in an understandable manner, providing feedback when making recommendations to appropriate individuals. • Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff. • Evaluate the overall guidance program including the completion of annual calendar of counseling activities and submission of an action plan with actions completed. • Provide personal/social, behavioral, career, and academic counseling activities including individual and/or group as needed to promote student success. • Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Lakeview, etc.). • Recognize the overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action • Provide crisis intervention including follow-up services as appropriate. • Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate plans and referrals, e.g. attendance and truancy intervention plans. • Assist in the registration and placement of students. • Assist students in their transition to and from feeder schools and out of district schools. • Assist students and parents in scheduling teacher conferences and serve as a mediator and/or advisor. • Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive, confidential, and

Name	Position Title	Job Duties and Responsibilities
		<p>supportive atmosphere.</p> <ul style="list-style-type: none"> • Serve as advocate for students. • Establish an effective working relationship with district and outside services and make appropriate referrals for psychological, social work, health, and community services. • Participate in multidisciplinary conferences concerning individual cases of special need related to the mental health, physical, and/or academic needs. • Organize and/or support community service projects. • Collaborate with other professionals regarding student records and information. • Provide information and/or in-service for teachers, administrators, and other school staff. • Initiate and engage in continuing professional growth through in-service, classes, and individual study. • Complete the Professional Development Plan and keep abreast of recent developments in school counseling. • Model professional and ethical standards consistent with Code of Ethics and Principles of Professional Conduct of Education Professionals in Florida when dealing with students, peers, parents, and community. • Prepare and maintain all required reports and records meeting established deadlines. • Identify student/school issues; facilitate and follow established procedures. • Attend and participate in faculty meetings as required. • Accept responsibility for extracurricular activities. • Perform other tasks and responsibilities as assigned by the principal. • Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs. • Monitor the students' growth through the MTSS process and provide assistance when needed.
Crate, Kimberly	Principal	<ul style="list-style-type: none"> • 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

Name	Position Title	Job Duties and Responsibilities
		<p>contracts at the school level.</p> <ul style="list-style-type: none"> • Manage and administer the development of long and short-range instructional and facility needs. • Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. • Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. • Coordinate facility and support service requirements with appropriate district offices. • Coordinate and supervise the transportation services at the assigned school. • Manage the discipline of students on buses, including statutory provisions for suspension. • Maintain a high visibility within all areas of the facility. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies. • Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. • Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. • Manage and supervise, through wise use, the financial resources of the school. • Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment, and services. • Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. • Manage and administer the preparation of financial reports for the school. • Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. • Manage and administer through statute and District guidelines, the school food service program.
Bennett, Gabrielle	Assistant Principal	<ul style="list-style-type: none"> • 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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Serve as the administrative representative on the school's Integrated Services Team. • Complete special assignments assigned by the Principal. • Assume building supervisory responsibility in the absence of the Principal
Whitson, Amber	Math Coach	<ul style="list-style-type: none"> • Instructs assigned Tier 2 and 3 math groups. • Monitors quality and fidelity of math interventions for grades 3 – 5 receiving Tier 3 as directed by the MTSS plan. • Attends and collaborates with schools' MTSS team. • Assists with activities related to math assessment of students. • Provides information, training, and support for families of Tier 3 students. • Provides professional development for grades 3 – 5 classroom and ESE teachers. • Establishes consistent communication with 3-5 classroom teachers and/or ESE teachers that have a Tier 3 students. • Is knowledgeable about computer based interventions for Tier 3 students and monitors data regularly.
Martin, Nicole	Reading Coach	<ul style="list-style-type: none"> • Provide daily intensive reading instruction to K-5 students. Grade level will be dependent on school need. • Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers, and community based family partners. • Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to reach families. • Provides information, training, and support for families and educators. • Collaborates with all other professional reading and support personnel in the delivery of multi-system support for teachers and students. • Assess students using a variety of measures to determine appropriate instructional needs. • Provide ongoing training and follow-up in the use of assessment tools to assist the continuous development of students. • Collaborate with and coach teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for future literacy needs. • Collect data/ranking sheets. • Organize and monitor intervention groups. • Communicate with faculty and staff with professionalism. • Exhibit strength in professionalism and communication skills. • Demonstrate characteristics of an on-going learner. • Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. • Serves as a reading contact between the Literacy Department and elementary schools.
Perry, Jennifer	School Counselor	<ul style="list-style-type: none"> • Develop counseling services and establish priorities through short- and long-range plans based on developmental needs of students, needs assessments, and school, district, and state priorities.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Communicate goals and services of the counseling programs to school administration, staff, students, parents, and community. • Review, evaluate, and select a variety of materials to support a well-balanced counseling program. • Establish, implement, coordinate, and monitor effective school-wide counseling services and activities. • Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines. • Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies. • Use technology resources effectively and assist in the maintenance of the automated student data systems. • Provide input in the development of curriculum. • Assist in the orientation of new faculty/staff members as needed. • Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. • Provide assistance in the screening, referral, identification, and placement of students with special needs. • Assess students using the Multi-Tier Support System (MTSS—formerly known as RTI) and provide assistance. • Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance. • Explain the nature and purpose of assessments in an understandable manner, providing feedback when making recommendations to appropriate individuals. • Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff. • Evaluate the overall guidance program including the completion of annual calendar of counseling activities and submission of an action plan with actions completed. • Provide personal/social, behavioral, career, and academic counseling activities including individual and/or group as needed to promote student success. • Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Lakeview, etc.). • Recognize the overt indicators of student distress or abuse and take stipulated intervention, referral, or reporting action • Provide crisis intervention including follow-up services as appropriate. • Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate plans and referrals, e.g. attendance and truancy intervention plans. • Assist in the registration and placement of students. • Assist students in their transition to and from feeder schools and out of district schools. • Assist students and parents in scheduling teacher conferences and serve as a mediator and/or advisor. • Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive, confidential, and supportive atmosphere. • Serve as advocate for students.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Establish an effective working relationship with district and outside services and make appropriate referrals for psychological, social work, health, and community services. • Participate in multidisciplinary conferences concerning individual cases of special need related to the mental health, physical, and/or academic needs. • Organize and/or support community service projects. • Collaborate with other professionals regarding student records and information. • Provide information and/or in-service for teachers, administrators, and other school staff. • Initiate and engage in continuing professional growth through in-service, classes, and individual study. • Complete the Professional Development Plan and keep abreast of recent developments in school counseling. • Model professional and ethical standards consistent with Code of Ethics and Principles of Professional • Conduct of Education Professionals in Florida when dealing with students, peers, parents, and community. • Prepare and maintain all required reports and records meeting established deadlines. • Identify student/school issues; facilitate and follow established procedures. • Attend and participate in faculty meetings as required. • Accept responsibility for extracurricular activities. • Perform other tasks and responsibilities as assigned by the principal. • Review student records and other indicators as deemed appropriate by the district guidelines to evaluate

Stakeholder Involvement and SIP Development

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

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

The process for generating stakeholder feedback began by offering a collaborative feedback session in which all stakeholders had the opportunity to learn the SIP development process, review and analyze school performance school data, and provide feedback while engaging in the collaborative decision-making process to identify the focus areas for the 2023-2024 school year. This session occurred on Monday, August 7 and our SAC committee, consisting of parents, teachers, community members, and business owners were all invited. All feedback was analyzed and included in the development of the SIP.

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))

Each semester the principal and assistant principal will meet with District leaders to include the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/

Math/Science Coordinators and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	60%
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) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	16	40	21	25	21	21	0	0	0	144	
One or more suspensions	0	3	5	3	3	5	0	0	0	19	
Course failure in English Language Arts (ELA)	0	2	3	9	4	3	0	0	0	21	
Course failure in Math	0	1	3	7	4	4	0	0	0	19	
Level 1 on statewide ELA assessment	0	0	0	0	6	17	0	0	0	23	
Level 1 on statewide Math assessment	0	0	0	0	5	20	0	0	0	25	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	4	4	8	4	13	0	0	0	33

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	1	3	0	5	3	0	0	0	0	12
Students retained two or more times	0	0	0	1	2	1	0	0	0	4

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	12	28	30	27	26	22	0	0	0	145	
One or more suspensions	0	6	4	2	7	7	0	0	0	26	
Course failure in ELA	0	1	3	12	6	3	0	0	0	25	
Course failure in Math	0	1	3	10	6	6	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	6	24	26	0	0	0	56	
Level 1 on statewide Math assessment	0	0	0	4	26	27	0	0	0	57	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	17	10	23	17	22	0	0	0	102	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	6	12	19	17	0	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	2	6	2	0	0	0	0	16
Students retained two or more times	0	1	0	1	1	1	0	0	0	4

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	12	28	30	27	26	22	0	0	0	145	
One or more suspensions	0	6	4	2	7	7	0	0	0	26	
Course failure in ELA	0	1	3	12	6	3	0	0	0	25	
Course failure in Math	0	1	3	10	6	6	0	0	0	26	
Level 1 on statewide ELA assessment	0	0	0	6	24	26	0	0	0	56	
Level 1 on statewide Math assessment	0	0	0	4	26	27	0	0	0	57	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	13	17	10	23	17	22	0	0	0	102	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	6	12	19	17	0	0	0	57

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	3	2	6	2	0	0	0	0	16
Students retained two or more times	0	1	0	1	1	1	0	0	0	4

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*	55	62	53	57	65	56	53		
ELA Learning Gains				54			47		
ELA Lowest 25th Percentile				47			39		
Math Achievement*	60	68	59	55	45	50	57		
Math Learning Gains				48			50		
Math Lowest 25th Percentile				37			54		
Science Achievement*	41	57	54	50	68	59	44		
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	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	214
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	50

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	348
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	1	1
ELL				
AMI				
ASN				
BLK	44			
HSP	35	Yes	2	
MUL	58			
PAC				
WHT	56			
FRL	47			

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	47			
ELL				
AMI				
ASN				
BLK	23	Yes	2	2
HSP	40	Yes	1	

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%
MUL	64			
PAC				
WHT	50			
FRL	45			

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	55			60			41					
SWD	25			33			15				4	
ELL												
AMI												
ASN												
BLK	44			44							2	
HSP	36			52			25				4	
MUL	59			54							3	
PAC												
WHT	57			61			48				4	
FRL	48			53			37				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	57	54	47	55	48	37	50					
SWD	36	53	47	42	51	50	50					
ELL												
AMI												
ASN												

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
BLK	35			10								
HSP	44	48		42	38		30					
MUL	67	55		71	71		55					
PAC												
WHT	59	54	44	59	48	33	54					
FRL	49	51	47	50	45	31	40					

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	53	47	39	57	50	54	44					
SWD	35	40		25	53	50	33					
ELL												
AMI												
ASN												
BLK												
HSP	38			38								
MUL	57			61								
PAC												
WHT	56	49	45	60	53	53	46					
FRL	44	39	50	50	42	53	36					

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	54%	64%	-10%	54%	0%
04	2023 - Spring	59%	68%	-9%	58%	1%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	61%	-6%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	70%	-7%	59%	4%
04	2023 - Spring	72%	72%	0%	61%	11%
05	2023 - Spring	53%	63%	-10%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	55%	-13%	51%	-9%

III. Planning for Improvement

Data Analysis/Reflection

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

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

Based on preliminary school performance data, the 5th grade science proficiency score dropped 8% points from 21-22 (50% proficient) to 22-23 (42% proficient). During the school year, there were two of the five fifth grade classrooms that experienced instructional staffing changes. One of these two classrooms had a substitute for approximately six weeks during this change. Three of the five classrooms were affected by teacher attendance. All of these factors directly impacted the quality and consistency of instruction these students were receiving.

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

Based on preliminary school performance data, the science proficiency score dropped 8% points from 21-22 (50% proficient) to 22-23 (42% proficient). During the school year, there were two of the five fifth grade classrooms that experienced instructional staffing changes. One of these two classrooms had a substitute for approximately six weeks during this change. Three of the five classrooms were affected by teacher attendance. All of these factors directly impacted the quality and consistency of instruction these students were receiving.

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 preliminary school performance data, 5th grade ELA was 1% below the state average for proficiency (PRE = 54%, State = 55%). 5th Grade Math was 2% below the state average for proficiency (PRE = 53%, State = 55%). During the school year, there were two of the five fifth grade classrooms that experienced instructional staffing changes. One of these two classrooms had a substitute for approximately six weeks during this change. Three of the five classrooms were affected by teacher attendance. All of these factors directly impacted the quality and consistency of instruction these students were receiving.

When analyzing school-wide data, the 5th Grade Science proficiency score dropped 8% points from 21-22 (50% proficient) to 22-23 (42% proficient). The overall ELA proficiency score dropped 1% point from 21-22 (57% proficient) to 22-23 (56%).

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

Based on preliminary school performance data, Math proficiency scores increased 8% from 21-22 (55% proficient) to 22-23 (63% proficient). During the 2022-2023 school year, the MTSS team focused on explicitly tracking student performance data for math which allowed more intentional interventions to be provided. As a result, students had the opportunity to build and solidify their foundational math skills.

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

When looking at the EWS report using 2022-2023 data, there are 17 5th grade students who scored a level 1 on the FAST ELA Assessment and 20 5th grade students who scored a level 1 on the FAST Math Assessment. The numbers for this cohort in this reporting category are significantly higher than any other grade level, nearly three times in ELA and four times in Math than the 4th grade cohort.

144 of our 745, 19.3%, currently enrolled students have an attendance rate below 90%. Student attendance is directly related to student achievement levels.

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

1. Staff attendance
2. Benchmark aligned scales and goals
3. Student engagement
4. Increased math proficiency for our Black and Hispanic subgroups

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 Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

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

Based on Federal Index Data from 2021-2022, the Black and Hispanic subgroups (in 3rd-5th grades) both fell below 41% in their Federal Index score on the FSA math assessment. The Black subgroup achieved 10% proficiency in math and the Hispanic subgroup achieved 42% in math. In comparison, the school math proficiency was 55% for the 2021-2022 school year, showing a significant deficit for both of these subgroups. During the 2022-2023 school year, the overall math proficiency increased on the FAST assessment to 63%. Federal Index scores are unavailable for the 2022-2023 FAST assessment.

Measurable Outcome:

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

Short Term Goal: Third through fifth grade student math proficiency scores for the Black and Hispanic subgroups on PM2 of the FAST assessment will reach a proficiency level of 35%. By the end of the school year (PM3), student math proficiency scores for the Black and Hispanic subgroup will reach a proficiency level exceeding 41% that will raise them above the Federal Index criteria.

Long Term Goal: By the 2025-2026 school year, third through fifth student math proficiency scores for the Black and Hispanic subgroups on PM3 will be equivalent to the overall student proficiency rates for math achievement.

Monitoring:

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

School administration will conduct classroom walkthrough evaluations to determine the alignment of math instruction to grade level math standards.

The school leadership team will analyze student performance data following each progress monitoring window. The team will evaluate and adjust student intervention services based on student need.

School leadership team will routinely participate in grade level PLCs to monitor alignment of instruction to student needs based on student performance data.

Following each progress monitoring window, the leadership team will lead data chats with each grade level, allowing teachers to analyze and evaluate their data to inform instruction and professional development.

Person responsible for monitoring outcome:

Kimberly Crate (cratek@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 Federal Index scores for the Black and Hispanic subgroups, teachers will implement professional learning communities to analyze student data and adjust instruction to meet the needs of all students. According to Rick DeFour, the only way to improve student performance is to improve classroom instruction (1). Wilson states, "Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product" (2).

(1) <https://www.theprincipalsplaybook.com/instructional-leadership/plc-dufour>

(2) Wilson, A. (2016). From professional practice to practical leader: Teacher leadership in professional learning communities. *International Journal of Teacher Leadership*, 7(2), 45-62.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to increase Federal Index scores for the Black and Hispanic subgroups, teachers will effectively implement professional learning communities (PLCs). According to Learning Ally, PLCs allow teacher to develop "content that focuses on curricular and instructional strategies most closely tied to students' achievement and outcomes" (1, p.3). Furthermore, PLCs give teachers the opportunity to analyze their data on a deeper level, not only looking at what students need to learn, but also identifying and overcoming obstacles in this subgroup might face (1, p.6).

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

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.

Teachers will participate in Professional Learning Communities (PLCs) weekly to analyze student performance data and develop instruction aligned to grade level standards.

Person Responsible: Kimberly Crate (cratek@santarosa.k12.fl.us)

By When: This will occur weekly during the teachers 50 minute planning block.

Teachers will participate in data chats led by the leadership team to analyze and evaluate their student performance data on each progress monitoring assessment.

Person Responsible: Kimberly Crate (cratek@santarosa.k12.fl.us)

By When: The will occur quarterly- following each progress monitoring assessment.

School leadership team will analyze school-wide student performance data following each progress monitoring window to evaluate and adjust student intervention services through the Multi-Tiered System of Supports (MTSS).

Person Responsible: Kimberly Crate (cratek@santarosa.k12.fl.us)

By When: The will occur quarterly- following each progress monitoring assessment.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

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

2022-2023 Spring state assessment data demonstrated the following proficiency percentages: ELA-56%, Math-63%, and Science- 42%. The majority of teachers are not appropriately using the benchmark-aligned standards and scales to guide the delivery of their daily instruction. Benchmark-aligned instruction is a process for planning, delivering, monitoring, and improving expectations clearly defined in academic-content standards which provide the basis for content instruction and assessment. Increased exposure to explicit, benchmark-aligned instruction will improve learning outcomes for all students.

Measurable Outcome:

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

Short Term: Walkthrough data will show that 35% of teachers are appropriately using benchmark-aligned scales to guide their daily instruction. By the end of the school year, this percentage will increase to 50%.

Long Term: By the end of the 2024-2025 school year, 75% of teachers will effectively use benchmark-aligned scales to drive their daily instruction.

Monitoring:

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

The school leadership team will routinely participate in grade-level PLCs to monitor the development of learning scales and goals based on content-specific standards.

The school administration will walk through classrooms on a bi-weekly basis to monitor the delivery of instruction and its alignment to content standards.

Person responsible for monitoring outcome:

Kimberly Crate (cratek@santarosa.k12.fl.us)

Evidence-based Intervention:

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

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

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

(2) https://www.marzanocenter.com/wpcontent/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

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

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The school leadership team will routinely participate in grade-level professional learning communities. They will provide support on how to develop benchmark-aligned learning scales and goals.

Person Responsible: Kimberly Crate (cratek@santarosa.k12.fl.us)

By When: This will occur weekly.

The leadership team will meet to review trends in iobservation data, classroom walkthrough data, and student performance data.

Person Responsible: Kimberly Crate (cratek@santarosa.k12.fl.us)

By When: This will occur 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.

During the 2022-2023 school year, the staff attendance rate was 88%. School staff used a total of 118.62 days of unpaid personal leave. Staff attendance directly affects student performance, therefore increased staff attendance will positively impact student performance proficiency.

Measurable Outcome:

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

Short Term: By the end of the second semester, staff will have used 30 days or fewer of unpaid personal leave. By the end of the school year, staff will have used 60 days or fewer of unpaid personal leave.

Long Term: By the end of the 2024-2025 school year, staff will have used 29 or fewer days of unpaid personal leave. Resulting in a decrease of 75% of unpaid personal leave days used since the end of the 22/23 school year.

Monitoring:

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

School administration will review attendance data each month. Staff will be provided with their monthly attendance rate to monitor their expended and available leave. Staff will be recognized and rewarded for exceptional attendance.

Person responsible for monitoring outcome:

Kimberly Crate (cratek@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 attendance has a direct correlation on student achievement and school culture. According to Go Green Va, research shows that teacher absenteeism affects the following areas:

- Ten days of absence from the classroom reduces a student's achievement score by around 3.3%.
- The single most important factor in student achievement is the quality of the teacher. However, if the teacher isn't present, it has an impact on every student assigned to that teacher. Whereas, if a student is absent, the effect is only on the one student.
- Various studies also show that teacher absenteeism can cause staff turnover, low morale (having to cover other classes for absent teachers) resentment of colleagues,.
- A 5% increase in teacher absence can reduce learning by 4%-8% of average gains over the course of a year.

Source: <https://www.gogreenva.org/the-impact-of-teacher-absenteeism-on-student-performance/>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teacher attendance has a direct correlation on student achievement and school culture. According to Gogreenva.org, "There are a number of disadvantages of teacher absenteeism. First, it can disrupt the learning process for students. Second, it can create a negative impression of the teacher among students and colleagues. Third, it can lead to a loss of instructional time. Finally, it can negatively impact the morale of the school community" (1).

(1) <https://www.gogreenva.org/the-impact-of-teacher-absenteeism-on-student-performance/>

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.

School administration will review staff attendance data each month.

Person Responsible: Gabrielle Bennett (bennettg@santarosa.k12.fl.us)

By When: This will occur monthly.

Once a month, teachers and staff will be provided with their monthly attendance rate, allowing them to monitor their expended and available leave. Those that have exceptional attendance will be recognized and/ or rewarded.

Person Responsible: Gabrielle Bennett (bennettg@santarosa.k12.fl.us)

By When: This will occur 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.

2022-2023 Spring state assessment data demonstrated the following proficiency percentages: ELA-56%, Math-63%, and Science- 42%. Student Led Teaming is an instructional practice that aligns neuroscience metacognition to engage students in the learning process and improve their ability to build a greater understanding of academic content.

"Engagement skyrockets as students have the opportunity to share their thinking respectfully challenge the thinking of their peers, and deepen their learning" (1).

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

Measurable Outcome:

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

Short Term: The select group of teachers will complete a book study on student-led teaming by the end of the first semester. By the end of the school year, the same cohort of teachers will complete the first professional development session provided by the publisher.

Long Term: By the end of the 2025-2026 school year, 80% of teachers will have began engaging with the first professional development in student-led teaming. 100% of the initial cohort will be effectively implementing student-led teaming in their classrooms.

Monitoring:

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

The first cohort of teacher participants will begin learning about and implementing student led teams. School administrators will lead a book study about Student Led Teaming. School administrators will do classroom walkthroughs to provide feedback and support to teachers starting the student teaming process.

Person responsible for monitoring outcome:

Kimberly Crate (cratek@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 student engagement in classrooms, teachers will engage in professional development to learn and implement the student-led teaming instructional model. "Student-led academic teaming- when properly implemented- raises student achievement and engagement, helps improve student behavior, and contributes to a growth mindset."

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student-led teaming empowers students to reach higher levels of critical thinking because they can rely on their peers for support and can challenge each other to move further (1). This instructional practice not only supports student's cognitive skills, but also builds strong interpersonal "soft" skills that will help them compete and be successful in the 21st-century workforce (2).

- (1) <https://learningforward.org/wp-content/uploads/2019/10/empowered-students-lead-and-learn.pdf>
(2) The Power of Student Teams by Michael D. Toth and David A. Susa

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: Administration will lead the first cohort of teachers through a book study to learn about what student teaming is and how it increases student learning through student engagement.

Person Responsible: Kimberly Crate (cratek@santarosa.k12.fl.us)

By When: The cohort will meet bi-weekly for the duration of the book study.

The first cohort of teachers and administrators will begin the initial professional development course on student-led teaming, no later than January.

Person Responsible: Kimberly Crate (cratek@santarosa.k12.fl.us)

By When: Starting in January, ending in May.

School administrators will conduct classroom walkthroughs to provide feedback and support to teachers as they begin implementing student-teaming.

Person Responsible: Kimberly Crate (cratek@santarosa.k12.fl.us)

By When: This will begin after the initial professional development begins.

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).

Title 1 funding will be used to provide student teaming professional development to teachers in order to increase student engagement in learning. Title 1 funding will also provide instructional resources for students, such as Reflex and Frax. Planbook.com will be purchased for teachers. This subscription will also assist in our school-wide goal of documenting and using learning scales and goals as a part of instruction. Substitutes will be funded and used three times a year to allow teachers to participate in data digs. During these data digs, teachers will analyze student performance data by class, grade level, and school and develop goals and plans to achieve those goals. We are also using Title 1 funding to provide an intervention teacher, a behavior coach, and a parent/community liaison.

After completing a needs assessment of the school and evaluating student performance data over the past the years, it was determined the above items and personnel will help overcome barriers that may be contributing to low student performance.

We will collaborate with all stakeholders to review resources and address allocations based on student needs through our School Advisory Committee (SAC). We will also meet regularly with our MTSS team to address student-specific needs and to determine resource allocation.

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.

At Pea Ridge Elementary, we are committed to fostering a transparent and collaborative approach to our school improvement plan dissemination. Our goal is to ensure that all stakeholders, including parents, teachers, students, staff, and the wider community are well-informed and engaged in the school's progress and improvement efforts. We will share the SIP and our progress related to the SIP in the following ways:

- School Website, pre.santarosaschools.org
- Social Media Platform (facebook.com/prechiefs)
- Communication Platform (Class Tag)
- Principal Newsletters
- This year, we are adding the position of a Parent and Community Liaison who will connect with and establish collaborative relationships with community agencies by sharing our school's vision and goals. It is through this connection that we will foster community support to increase student achievement.

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

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

The families represented at Pea Ridge Elementary have many opportunities to be involved in the planning, review, and improvement of instruction, the Title 1 program, and all other aspects of our school that impact the school culture, climate, and student achievement. We have an actively involved Parent Teacher Association (PTA) and School Advisory Council that provides stakeholders the platform to be involved in school improvement-related decisions. Our various parent engagement events aim to establish partnerships with families in the education process and provide them with strategies and resources to help their child at home with grade-level standards and requirements. Parents will be informed of their child's progress through consistent communication with their teacher using our common communication platform, ClassTag, the FAST Family Portal, quarterly report cards, and MTSS progress reports, if applicable.

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)

At Pea Ridge Elementary, we are dedicated to providing our students with the best possible education and creating an environment that fosters continuous academic growth. We aim to increase the amount of quality learning time while offering an enriched and accelerated curriculum, ensuring each student reaches their full potential. Our master schedule provides an extended intervention block to provide

remedial and enrichment opportunities for all students. The school-based MTSS team will analyze student data on a routine basis to identify individual needs and allot resources appropriately. Students in 5th grade will have the opportunity to engage in a CTE (Career Technical Education) program, resulting in a digital tools industry certification. Teachers will engage in professional learning communities to develop standards-based instructional delivery that encourages student engagement. Teachers will also be providing professional development opportunities as needed. By implementing these strategies to strengthen our academic program, we are confident in our ability to increase the amount and quality of learning time for our students.

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