S. S. Dixon Primary School

2023-24

Schoolwide Improvement Plan (SIP)

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S. S. Dixon Primary School
4560 PACE PATRIOT BLVD, Pace, FL 32571
http://www.santarosa.k12.fl.us/schools/ssdp/

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.

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

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

Name	Position Title	Job Duties and Responsibilities
		• Provide personal, social, behavioral, and/or academic counseling to identified individuals or small groups • Oversee the provision of career development activities for students. • Administer initial screenings and coordinates the referral process for identification and placement of students with special needs. • Provide appropriate consultation with parents on all issues related to student success. • Provide appropriate consultation and staff development to school personnel as needed. • Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students. • Track attendance and develop appropriate truancy intervention plans. • Assist with referrals to other service providers and outside agencies. • Facilitate Integrated Services Team meetings. • Develop 504 plans and health care plans as needed. • Maintain access to current information regarding community resources. • Organize community service projects. • Coordinate district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff. • Provide or assists with student orientation. • Evaluate the guidance program on a continuing basis. • Consult with school personnel on issues regarding student discipline. • Assist in the orientation of new faculty and staff members. • Assist with parent/teacher conferences as requested. • Oversee the proper maintenance of student records as required by applicable policies, regulations, and procedures. • Attend and participate in faculty meetings. • Accept responsibility for extra-curricular activities as assigned. • Attend professional meetings and staff development activities. • Maintain a valid Florida teacher's certificate. • Provide own method of transportation to various locations when required. • Perform other tasks and responsibilities as assigned by the principal.
Brown, Jennifer	Other	• Provide daily intensive reading instruction to students. • Provides opportunities for families to support literacy learning at home. • Multi-Tiered system of support for teachers and students. • Assess students using a variety of measures to determine appropriate instructional needs. • Collaborate with teachers on the use of assessment data to plan instruction. • Collect data and monitor intervention groups. • Communicate with faculty and staff with professionalism. • Demonstrate characteristics of an on-going learner. • Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. • Serves as a reading contact between the Literacy Department and elementary schools.

Name	Position Title	Job Duties and Responsibilities
Bentley, Laurine	Teacher, ESE	• Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan. • Collaborates with other teachers in full inclusion classrooms non-instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans. • Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study. • Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction. • Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. • Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration. • Monitors and manages student behavior, reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies. • Participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development. • Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Responds to emergency situations, if nurse is not available, first aid and assistance to medically fragile children (e.g. tube feeding, toileting, diapering, etc.) to resolve immediate safety concerns and/or directing to appropriate personnel for resolution, for the purpose of providing appropriate care for children as assigned • Directs para-professionals for the purpose of providing an effective classroom program and addressing the needs of individual students. • Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Name	Position Title	Job Duties and Responsibilities
Harrison, Sarah	Other	• Collaborate with school leadership to develop and implement/maintain a school wide positive behavior supports system to address the needs of all students, using a tiered intervention model. • Collaborate with teachers and administrators to identify students in need of behavior intervention and Tier III and IEP goals for behavior. • Develop Functional Behavior Assessments and Individual Positive Behavior Intervention Plans with for identified students in collaboration with the classroom teacher using multiple data sources and district behavior staff. • Maintain documentation of student progress collaboratively with classroom teacher through data collection on target behaviors and designated training goals • Develop and deliver individualized and group professional learning experiences for teachers in best practices for classroom management, positive behavior support, and cultural competency. • Model, coach, and observe implementation of positive classroom management techniques in the classroom. • Develop and deliver learning experiences for parents in positive behavior techniques. • Work directly with students in Tier II and Tier III for behavior and their parents to modify behaviors to reach successful outcomes. • Maintain all Behavioral PMP's for MTSS to facilitate fidelity of intervention and document discipline through designated system.

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.

Mary Grace White, Principal, and Audrey Goodwin, Assistant Principal, will review student data and develop a list of needs for the school. Then, the leadership team and School Advisory Council Members will be invited to work together with administration to review needs and provide input on the development of the strategies outlined in the SIP. All school staff are invited to review the SIP and give feedback.

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 including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be 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-2
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	21%
2022-23 Economically Disadvantaged (FRL) Rate	42%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) 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.	
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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	46	28	0	0	0	0	0	0	74
One or more suspensions	0	8	7	0	0	0	0	0	0	15
Course failure in English Language Arts (ELA)	0	3	9	0	0	0	0	0	0	12
Course failure in Math	0	0	7	0	0	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	3	10	0	0	0	0	0	0	13

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	4	5	2	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	19	33	28	0	0	0	0	0	0	80
One or more suspensions	0	7	6	0	0	0	0	0	0	13
Course failure in ELA	0	3	9	0	0	0	0	0	0	12
Course failure in Math	0	3	5	0	0	0	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	

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	5	6	0	0	0	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	11	5	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	19	33	28	0	0	0	0	0	0	80
One or more suspensions	2	7	6	0	0	0	0	0	0	15
Course failure in ELA	0	3	9	0	0	0	0	0	0	12
Course failure in Math	0	3	5	0	0	0	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	

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	5	6	0	0	0	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	11	5	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	69	62	53	69	65	56	67		
ELA Learning Gains				67			49		
ELA Lowest 25th Percentile				51			41		
Math Achievement*	74	68	59	73	45	50	74		
Math Learning Gains				68			66		
Math Lowest 25th Percentile				54			59		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	60	57	54	56	68	59	61		
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress		77	59						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	438
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	40	Yes	1	
ELL				
AMI				
ASN	81			
BLK	56			
HSP	68			
MUL	75			
PAC				
WHT	69			
FRL	58			

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	45			
ELL	55			
AMI				
ASN	89			
BLK	66			
HSP	52			
MUL	62			
PAC				
WHT	63			
FRL	56			

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	69			74			60					
SWD	44			42			18				4	
ELL												
AMI												
ASN	76			86							2	
BLK	52			60							2	
HSP	75			68			50				4	
MUL	67			70			72				4	
PAC												
WHT	68			75			60				4	
FRL	59			63			45				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	69	67	51	73	68	54	56					
SWD	43	53	38	47	57	43	31					
ELL	45			64								
AMI												
ASN	81	80		94	100							
BLK	61	70		61	73							
HSP	60	53	29	62	63	40	54					
MUL	73	67		65	65	42	59					
PAC												
WHT	70	68	50	75	69	55	57					
FRL	57	61	53	61	62	52	44					

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	67	49	41	74	66	59	61					
SWD	42	41	36	52	51	45	36					
ELL	42			42								

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	57			71								
BLK	63			58								
HSP	63	43		77	64		65					
MUL	74	64		79	82		67					
PAC												
WHT	67	48	40	74	65	61	60					
FRL	52	47	44	58	64	57	54					

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.

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.

SSDP's lowest performing area for the 22-23 school year was our kindergarten math profiency at 64%. Many factors may have contributed to this lower score. First, teachers were using a new curriculum for math. The teachers shared that the scope and sequence provided by the curriculum was not highly effective in ensuring students were able to master one skill before moving to an unrelated skill. Additionally, the behavior issues in kindergarten far surpassed any other grade level. Our kindergarteners accounted for 152 of 269 total referrals.

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

Our only data component to show a decline was 2nd grade math that went from 86% proficient to 84% proficient. While this is a very strong score, the slight decline could possibly be attributed to the new math curriculum.
Proficiency scores from 21/22 to 22/23 are as follows:
ELA K: 74 to 74
Math K: No comparative data

ELA 1: 71 to 75

Math 1: 85 to 85

ELA 2: 79 to 80
Math 2: 86 to 84

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.

At this time, we do not have state averages for STAR/SEL data.

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

The data component that showed the greatest improvement was our 2nd grade cohort that grew from 71% proficient as EOY 1st graders to 80% proficient as EOY 2nd graders. Last year, we added Lexia Core Reading for all students, but specifically targeted this group of 2nd graders due to their schooling experience during COVID.

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

One area of concern from our EWS report is the high number of students who have chronic absenteeism, especially in 1st grade--46 students, which is about 23 percent of our 1st grade population.

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

1. Implement academic student teams and move from heavily teacher-centered to teacher-led student groups and finally to high-functioning student-led academic teams.
2. Increase ELA proficiency in each grade level to a minimum of 75% (kindergarten) and 78% (first and second grades). Utilize UFLI, Heggerty, and the structured literacy plan provided by the district literacy department.
3. Increase Math proficiency to 70% (kindergarten) and 86% (first and second grades). Develop foundational early math skills and utilize manipulatives to increase mastery.
4. Decrease our total number of students with an attendance rate below 90% to 70 students or less.
5. Decrease our total number of students with Office Discipline Referrals from 74 students to 60 students.

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

#1. Positive Culture and Environment specifically relating to Other

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

For the 22-23 school year, SSDP had 274 office discipline referrals (ODRs). These referrals were comprised of 74 students. When students are pulled out of class for the investigation and the consequence, they are missing instructional time and their learning is impacted.

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

At the end of the 23-24 school year, our goal is for SSDPs ODRs to decrease by 5% or more. Additionally, 100% of parents will have received a positive postcard celebrating and recognizing positive behavior demonstrated by their child.

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

Assistant Principal Audrey Goodwin will monitor ODRs to look for areas of concern. She will check for patterns of referrals to see if they are higher in certain areas of the the school, certain classrooms, or certain times of day and provide assistance as necessary. School Counselor Stacey Price will monitor implementation of positive postcards and PBIS strategies/PACE expectations.

Person responsible for monitoring outcome:
Audrey Goodwin (goodwina@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.)

We will be utilizing the PBIS framework (Positive Behavior Interventions and Supports). Students will see daily reminders of positive behavior expectations (PACE expectations) on the morning show and posted throughout the school. All school staff will be provided Star Bucks--the foundation of our token economy-- to distribute to students who are displaying the positive behavior attributes. Additionally, teachers will send a minimum of 4-5 positive postcards to parents each quarter. Teachers will also send positive referrals to school administration and administration will contact parents. According to research conducted by John Hattie, behavior intervention support programs have an effect size of .62.

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

According to Bradshaw, Mitchell, and Leaf (2009), schools trained in PBIS that implemented the model with high fidelity experienced significant reductions in student suspensions and office discipline referrals. We believe that by refreshing and refocusing our PBIS efforts our ODRs will decrease.

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

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

Teachers will send 4-5 positive postcards to parents each quarter.

Person Responsible: Stacey Price (prices@santarosa.k12.fl.us)

By When: Monitor quarterly to ensure progress towards 100% completion by end of year.

Monitor referrals monthly to look for patterns that may need to be addressed.

Person Responsible: Audrey Goodwin (goodwina@santarosa.k12.fl.us)

By When: Weekly monitoring

Provide daily reminders via morning show and ensure PACE expectations are posted in all areas of school, to include special areas.

Person Responsible: Stacey Price (prices@santarosa.k12.fl.us)

By When: Visuals posted during pre-planning and morning show will be done daily.

#2. Instructional Practice specifically relating to Professional Learning Communities

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

Upon review of preliminary STAR Math data from 22-23, proficiency levels from PM 1 to PM 3 were as follows: Kindergarten- 66% to 64%, 1st Grade- 88% to 85%, 2nd Grade- 76% to 84%. We identified this area as a crucial need because of the decline in two of the three grade levels.

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

Through increasing student engagement and academic rigor, our goal for the 23-24 school year is for kindergarten and first grade to be at or above 70% proficiency by PM 3 and for second grade to be at or above 86% proficiency by PM 3.

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

An increase in the use of student engagement techniques will be monitored through classroom observations, both formal and informal, as well as through discussions with teachers on standards-based instructional practices that include student-led academic teams. Additionally, administration will monitor student achievement levels on both benchmark and classroom assessments. Administration will monitor teacher participation in the PLC and observe utilization of academic teaming strategies.

Person responsible for monitoring outcome:

Mary Grace White (whitemg@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.)

John Hattie's meta-analyses on the factors that influence student achievement includes several associated with student academic teaming. These factors, with effect sizes included, are: feedback (0.7), self-questioning (0.48), problem solving (0.68), study skills (0.46), peer tutoring (0.53), cooperative work (0.55), and positive
peer influence (0.53). In addition, student academic teaming increases academic rigor through engagement and high-order thinking with autonomy from the teacher. Administration will lead a PLC utilizing the book "The Power of Student Led Teams" by Michael Toth. A study conducted by Learning Sciences International (LSi) indicated a 35% increase in math proficiency in classrooms that utilized academic teaming (https://academicteaming.com/).

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

Student academic teaming is a research-based strategy that has demonstrated improved overall student performance by increasing engagement and critical thinking skills. Student academic teams are a focus for all Santa Rosa County District Schools this year.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Introduce the concept of student-led academic teams.

Person Responsible: Mary Grace White (whitemg@santarosa.k12.fl.us)

By When: August 2023

Purchase The Power of Student Teams (Toth and Sousa) and develop grade-level PLCs. Meet monthly to discuss insights and takeaways.

Person Responsible: Mary Grace White (whitemg@santarosa.k12.fl.us)

By When: Begin PLC in September and complete book by February.

#3. 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.

Upon review of preliminary STAR Reading data from 22-23, proficiency levels from PM 1 to PM 3 were as follows: Kindergarten- 74% to 74%, 1st Grade- 71% to 75%, 2nd Grade- 79% to 80%. We have identified this area of focus because of minimal growth shown from PM 1 to PM 3.
Upon review of preliminary STAR Math data from 22-23, proficiency levels from PM 1 to PM 3 were as follows: Kindergarten- 66% to 64%, 1st Grade- 88% to 85%, 2nd Grade- 76% to 84%. We identified this area as a crucial need because of the decline in two of the three grade levels.

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

Our STAR Reading goal for the 23-24 school year is for incoming kindergarteners to be at least 75% proficient by PM3, incoming 1st graders to be at 78% proficiency by PM 3, and incoming 2nd graders to be at 78% proficiency.
Our STAR Math goal for the 23-24 school year is for kindergarten and first grade to be at or above 70% proficiency by PM 3 and for second grade to be at or above 86% proficiency by PM 3.

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

This area of focus will be monitored through Renaissance/FAST assessments given three times a year. Additionally, administration will meet biweekly for MTSS meetings at which time we will discuss student performance on classroom assessments and develop interventions based on needs. Administration will monitor progress by reviewing weekly and biweekly data points documented on students' progress monitoring plans. Administration will meet with grade level bands once every month to have standards-based discussions leading to effective instructional practices in the classroom. All teachers will use Planbook.com and administration will review plans to ensure benchmark-aligned instruction is taking place.

Person responsible for monitoring outcome:

Mary Grace White (whitemg@santarosa.k12.fl.us)

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

Teachers will utilize UFLI Foundations for core instruction in kindergarten and/or for intervention with struggling students in any grade. UFLI Foundations is based on the science of reading and provides teachers with detailed lesson plans that all follow an eight-step routine: Phonemic Awareness, Visual Drill, Auditory Drill, Blending Drill, New Concept, Word Work, Irregular Words, and Connected Text. Teachers will also utilize Heggerty lessons, which provide 35 weeks of daily lessons, focusing on eight phonemic awareness skills, along with two additional activities to develop letter and sound recognition, and language awareness. For math instruction, teachers will utilize a multisensory approach using manipulatives such as Number Blocks and Hands-On Standards Math Mini-Lessons.

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

These programs and materials were chosen because they provide students with explicit, systematic, and multisensory instruction and a gradual release responsibility. Research has provided "very clear and compelling evidence that systemically designed and explicitly delivered instruction can be lead to improved academic outcomes" (1). Additionally, the materials are interactive and support all learning

modalities for student engagement and understanding.

(1) Smith, J., Doabler, C., & Kame'enui, E. (2016). Using Explicit and Systematic Instruction Across Academic Domains. TEACHING Exceptional Children, 48(6), 27-274. https://doi.org/10.1177/004005991665262

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Conduct One Degree meetings each month with each grade band. One Degree meetings will vary in topics, but will ultimately focus on planning and instruction to address weak standards as evidenced by classroom assessments and benchmark assessments.

Person Responsible: Mary Grace White (whitemg@santarosa.k12.fl.us)

By When: Monthly

We will utilize supplemental resources to address the academic needs of students, to include literacy and math manipulatives.

Person Responsible: Mary Grace White (whitemg@santarosa.k12.fl.us)

By When: To be used daily, monitored via lesson plans and classroom walkthroughs

We will provide parent and family engagement opportunities with appropriate resources for academic achievement. We will also provide opportunities for families to become familiar with content, standards, and expectations for FAST assessments. Events may include food/refreshments to increase participation, educational resources for families to assist with at-home learning, and kindergarten conferences to familiarize parents with standards and their child's progress.

Person Responsible: Mary Grace White (whitemg@santarosa.k12.fl.us)

By When: Quarterly

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.

The SIP will be publicly available on the school webpage and a copy will be placed in a binder in our Parent Resource Center. This area is accessible to all students, families, school staff and leadership and

local businesses and organizations. Updates and progress made will be advertised via ClassTag, our school district's main method of schoolwide and districtwide communication. Documents will be placed in the Title 1 Crate.

Acronyms will be avoided in order for the language to be accessible to all. The plan will be provided in various languages upon request.

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))

Positive communication with all parents is an expectation for all teachers via a positive postcard sent through the mail. We will also hold a minimum of 3 after school parent involvement activities throughout the year to include literacy events, intervention information, and STEAM night. Kindergarten teachers will hold at least one parent teacher conference with each parent during the school year. The purpose of the conference will be to discuss the kindergarten benchmark report card and how their

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))

SSDP plans to strengthen the academic program by developing a master schedule that maximizes instructional minutes and minimizes interruptions. All classrooms have an uninterrupted 90 minute literacy block, 60 minute math block, and 30 minute intervention block. Students who do not receive intervention services will be provided with activities designed to enrich and accelerate curriculum. Resources that are not a part of the adopted curriculum will be used for supplemental purposes only (i.e. UFLI, Heggerty, Hand2Mind). Lexia will be implemented to accelerate learning by providing differentiated instruction.

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))

SSDP employs a school counselor who provides whole group lessons on a variety of topics including character education, conflict resolution, and other Tier 1 appropriate skills. In addition to the school counselor, we have a Success Coach who works primarily with students who have behavioral struggles. SSDP has a full-time CDAC counselor who works with higher needs students both individually and one-on-one. In addition, Santa Rosa County District Schools share Trauma-Informed Counselors when students make threats or suicidal comments. All of our counselors and support service personnel are highly trained and provide resources to parents as needed.

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- not a secondary school

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).

SSDP is a PBIS school (Florida Positive Behavioral Interventions & Supports). We offer a multi-tiered system of supports by implementing schoolwide strategies that are designed to help students model appropriate behaviors in all areas of the school.

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))

SSDP will utilize the book "The Power of Student Teams" as the primary Professional Learning Community this school year. Administration will meet with grade levels to regularly review classroom and assessment data, which will be used to guide decisions regarding additional professional development. Administration will consult with district curriculum coordinators to develop and provide school-based professional development for literacy, math and science. The school-based literacy leader will provide all staff with training on UFLI Foundations (University of Florida Literacy Institute).

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))

SSDP has one Head Start Pre-Kindergarten class designed to assist with the transition to kindergarten. Head Start curriculum (Frog Street) provides comprehensive, integrated instruction in five developmental domains: social emotional, cognitive, language, physical, and approaches to learning. Readiness goals are written in partnership with parents, administrators, staff and the LEA. These goals align with expectations for students transitioning to kindergarten.