

Santa Rosa County School District

Pea Ridge Elementary School



2021-22 Schoolwide Improvement Plan

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Pea Ridge Elementary School

4775 SCHOOL LN, Pace, FL 32571

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

Demographics

Principal: Dana Fleming

Start Date for this Principal: 7/1/2006

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (61%) 2017-18: C (45%) 2016-17: B (60%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Pea Ridge Elementary faculty and staff will work together to foster skills for students to work cooperatively, think critically, pursue knowledge, and respect others.

Provide the school's vision statement.

Pea Ridge Elementary faculty and staff will provide the academic, social, and technological skills which allow today's learners to become tomorrow's leaders. We will provide remote learning with high standards when necessary.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Fleming, Dana	Principal	<ol style="list-style-type: none"> 1. Manage and administer the overall instructional program at the assigned school. 2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. 3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. 4. Manage and administer the accreditation program for the assigned school. 5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. 6. Participate, as requested, in the development of District guides related to instruction and personnel. 7. Participate, as requested, in the development and adoption of the District's assessment program. 8. Manage and administer the assessment program for the school. 9. Manage and supervise the wise use of personnel resources. 10. Manage, supervise and evaluate personnel. 11. Manage the implementation and administration of negotiated employee contracts at the school level. 12. Manage and administer the development of long and short-range instructional and facility needs. 13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. 14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. 15. Coordinate facility and support service requirements with appropriate district offices. 16. Coordinate and supervise the transportation services at the assigned school. 17. Manage the discipline of students on buses, including statutory provisions for suspension.

Name	Title	Job Duties and Responsibilities
		<p>18. Maintain a high visibility within all areas of the facility.</p> <p>19. Establish guidelines for proper student conduct and effective disciplinary procedures and policies.</p> <p>20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies.</p> <p>21. Manage and supervise the function of financial planning for the school, including the preparation of the school's budget.</p> <p>22. Manage and supervise, through wise use, the financial resources of the school.</p> <p>23. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.</p> <p>24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.</p> <p>25. Manage and administer the preparation of financial reports for the school.</p> <p>26. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process.</p> <p>27. Manage and administer through statute and District guidelines, the school food service program.</p> <p>28. Develop and maintain positive school/ community relations and act as liaison between the two.</p> <p>29. Be proactive in decisions relating to school and community well-being.</p> <p>30. Use effective positive interpersonal communication skills.</p> <p>31. Actively participate in the recruitment of business partnership to benefit the school community.</p> <p>32. Assign and supervise special tasks to school personnel.</p> <p>33. Assign to teachers such https://www.floridacims.org/plans/40101/edit/30005#abody8h responsibility and authority for student control as deemed appropriate.</p> <p>34. Communicate, through staff meetings</p>

Name	Title	Job Duties and Responsibilities
		<p>and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p>
<p>Rader, Laura</p>	<p>Assistant Principal</p>	<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. • Serve as the administrative representative on the school’s Integrated Services Team. • Complete special assignments assigned by the Principal. • Assume building supervisory responsibility in the absence of the Principal. • Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline. • Assist in the supervision of all school activities and programs.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Supervise students in order to maintain a safe and orderly environment. • Assist the Principal in planning and implementing the school improvement program. • Assist the Principal and other staff in maintaining a clean and safe school plant. • Assist in the selection, supervision and evaluation of all school personnel. • Prepare such records and reports as the Principal may assign. • Perform other incidental tasks consistent with the goals and objectives of this position.
<p>Carden, Wanda</p>	<p>Guidance Counselor</p>	<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.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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

Name	Title	Job Duties and Responsibilities
		<p>students toward success, providing a supportive, confidential, and 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.

Name	Title	Job Duties and Responsibilities
Whitson, Amber	Instructional 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.

Wolfenden, Amy	Instructional 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.
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Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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.
Marinovich, Sheri	Behavior Specialist	<p>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.</p> <ul style="list-style-type: none"> • 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.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Maintain all Behavioral PMP's for MTSS to facilitate fidelity of intervention and document Discipline through designated system.

Demographic Information

Principal start date
 Saturday 7/1/2006, Dana Fleming

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
 2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
 7

Total number of teacher positions allocated to the school
 68

Total number of students enrolled at the school
 885

Identify the number of instructional staff who left the school during the 2020-21 school year.
 3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
 3

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	139	143	143	149	136	154	0	0	0	0	0	0	0	864
Attendance below 90 percent	62	65	57	52	49	64	0	0	0	0	0	0	0	349
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	3	7	15	6	2	0	0	0	0	0	0	0	33
Course failure in Math	0	0	4	9	13	5	0	0	0	0	0	0	0	31
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	20	19	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	30	17	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	14	17	9	23	17	23	0	0	0	0	0	0	0	103

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	6	15	21	16	0	0	0	0	0	0	0	61

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		1	6	2	4	3	0	0	0	0	0	0	0	16
Students retained two or more times		0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 9/7/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	118	122	118	121	132	0	0	0	0	0	0	0	722
Attendance below 90 percent	10	16	7	6	12	7	0	0	0	0	0	0	0	58
One or more suspensions	0	2	2	2	1	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	1	2	0	1	1	0	0	0	0	0	0	0	5
Course failure in Math	0	0	2	1	5	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	2	0	1	3	0	0	0	0	0	0	0	7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	111	118	122	118	121	132	0	0	0	0	0	0	0	722
Attendance below 90 percent	10	16	7	6	12	7	0	0	0	0	0	0	0	58
One or more suspensions	0	2	2	2	1	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	1	2	0	1	1	0	0	0	0	0	0	0	5
Course failure in Math	0	0	2	1	5	3	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators 0 1 2 0 1 3 0 0 0 0 0 0 0 0 7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year 0 0 0 0 0 0 0 0 0 0 0 0 0 0

Students retained two or more times 0 0 0 0 0 1 0 0 0 0 0 0 0 1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	71%	-10%	58%	3%
Cohort Comparison						
04	2021					
	2019	64%	66%	-2%	58%	6%
Cohort Comparison		-61%				
05	2021					
	2019	60%	69%	-9%	56%	4%
Cohort Comparison		-64%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	71%	-18%	62%	-9%
Cohort Comparison						
04	2021					
	2019	81%	73%	8%	64%	17%
Cohort Comparison		-53%				
05	2021					
	2019	63%	71%	-8%	60%	3%
Cohort Comparison		-81%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	65%	-8%	53%	4%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools include Renaissance STAR Early Literacy (K-1), STAR Reading (2-5), STAR Math (1-5), and Performance Matters/Unify assessments (3-5). STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	125/58%	132/80%	130/80%
	Economically Disadvantaged	42/45%	49/76%	50/72%
	Students With Disabilities	25/28%	23/61%	22/55%
	English Language Learners	2/0%	3/33%	1/100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	123/62%	131/87%	130/86%
	Economically Disadvantaged	42/50%	49/84%	50/80%
	Students With Disabilities	23/57%	23/83%	22/82%
	English Language Learners	2/50%	2/100%	1/100%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	130/51%	133/62%	137/69%
	Economically Disadvantaged	48/48%	50/54%	52/58%
	Students With Disabilities	30/27%	30/20%	30/33%
	English Language Learners	0	1/0%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	127/55%	133/68%	139/76%
	Economically Disadvantaged	47/57%	50/66%	52/73%
	Students With Disabilities	30/20%	30/37%	30/50%
	English Language Learners	0	1/0%	1/0%
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	107/59%	116/54%	123/65%
	Economically Disadvantaged	49/49%	54/39%	57/56%
	Students With Disabilities	23/30%	27/30%	29/38%
	English Language Learners	2/50%	2/0%	2/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	106/67%	118/66%	123/67%
	Economically Disadvantaged	49/57%	54/54%	57/56%
	Students With Disabilities	23/44%	29/52%	30/50%
	English Language Learners	2/100%	2/50%	2/100%
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	133/62%	131/65%	0
	Economically Disadvantaged	55/60%	58/60%	0
	Students With Disabilities	21/33%	16/44%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	133/56%	131/61%	0
	Economically Disadvantaged	55/46%	58/50%	0
	Students With Disabilities	21/33%	16/19%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	121/46%	124/47%	0
	Economically Disadvantaged	53/36%	55/38%	0
	Students With Disabilities	16/25%	18/22%	0
	English Language Learners	0	0	0
	Number/% Proficiency		Fall	Winter
Mathematics	All Students	121/46%	126/53%	0
	Economically Disadvantaged	53/40%	55/55%	0
	Students With Disabilities	16/19%	19/21%	0
	English Language Learners	0	0	0
	Number/% Proficiency		Fall	Winter
Science	All Students	50%	60%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE 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
2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	43	58	56	42	53	50	50				
ELL	36			45							
ASN	46			69							
BLK	26	20		22							
HSP	55	69		40	57		45				
MUL	65	59		78	59		71				
WHT	66	62	60	70	70	65	59				

2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
FRL	60	58	57	61	59	52	52				
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	31	31	15	41	38	32	18				
ASN	50			50							
BLK	38	40		43	47		45				
HSP	44	36		59	36		30				
MUL	55	44		65	72		55				
WHT	59	42	22	65	45	28	49				
FRL	51	40	26	57	47	44	44				

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	91
Total Points Earned for the Federal Index	521
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	57
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	58
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

Economically Disadvantaged Students	
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to 2021 FSA data, all areas demonstrated a substantial decrease from 2019 FSA data. Based on progress monitoring data the SWD subgroup demonstrated a larger learning gap than other subgroups. Schoolwide progress monitoring data shows that 65.2% of all students were proficient in ELA and 68.6% of all students were proficient in math. Progress monitoring data shows that students in the SWD subgroup were 38.4% proficient in ELA and 44.4% proficient in math.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on State Assessment data and progress monitoring, the greatest need for improvement was demonstrated by the Lowest 25% ELA Learning Gains at 55%, 5th Grade Overall Proficiency at 53% in ELA and 48% in Math , and SWD subgroup, at 38.4% proficient in ELA and 44.4% proficient in math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Increased learning gaps due to Remote Learning, Covid protocols, and attendance. ESSR Intervention teachers will provide research based, high yield intervention to identified Tier 3 students. Highly qualified teachers will provide rigorous Tier 1 instruction and Tier 2 intervention. Continuity of learning will be provided to students who are under stay at home orders.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2020-21 Progress Monitoring Data from STAR Early Literacy, STAR Reading, and STAR Math our students demonstrated growth in both ELA & Math. Math increased from 57% to 68% proficient and ELA increased from 55% to 65% proficient.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers participated in quarterly data meetings with administration and intervention specialists. Teachers participated in district facilitated professional development in the areas of small group instruction, highly effective interventions, as well as professional development on Edmentum's research based computer based instruction and intervention programs. The teachers implemented strategies learned from each of the professional development opportunities with fidelity in the classroom. Small group instruction provided more support to all student on their learning level. Implementing highly effective interventions

provided additional individualized instruction that was able to target the students' specific learning gaps. Teachers utilized the research based CBI on a daily basis to support the instruction received from the teacher.

What strategies will need to be implemented in order to accelerate learning?

Teachers will provide rigorous, standards based Tier 1 instruction to all students in each core subject area. Students who are identified as needing Tier 2 interventions will receive research based, high-yield interventions in the identified area of deficit. Students who are identified as performing above grade level will participate in enhanced, enrichment opportunities to further develop their academic skills.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

HMH ELA Curriculum Professional Development for all classroom teachers, HMH Tier 2 Intervention Professional Development for all classroom teachers, SIPPS Professional Development for ESSR Intervention Teachers, Phonics for Reading Professional for all classroom teachers, Phonics Screener for Intervention Assessments for AIS and Intervention teachers, Reflex Professional Development for all classroom teachers, Do the Math Tier 3 Intervention Training for Math Intervention staff, Saxon Math professional Development for all teachers, Numeracy Initiative professional development for all teachers

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Utilization of Reading Endorsed Intervention Teachers to provide Tier 3 interventions, utilization of highly qualified Math Intervention Teachers and Paraprofessionals to provide math interventions, Grade Level specific teacher collaboration to provide appropriate targeted intervention to struggling students, continued professional development for teachers and staff in research-based high-yield instructional practices.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Historically, our SWD population has struggled to make achievement and learning gains in ELA and math, even when receiving intervention in their deficit area. Students with disabilities typically need to work harder academically than their non-disabled peers to acquire the same learning gains. This area of focus was identified by reviewing the 2019 and 2021 state assessment data and 2021 progress monitoring data for all of our subgroups. Schoolwide progress monitoring data shows that 65.2% of all students were proficient in ELA and 68.6% of all students were proficient in math. Progress monitoring data shows that students in the SWD subgroup were 38.4% proficient in ELA and 44.4% proficient in math.

Measureable Outcome:

Based on state assessment and progress monitoring data, our goal for 2021-22 school year is to increase the proficiency level of our students with disabilities from 38% to 50% in ELA and 53% to 62% in Math.

Monitoring:

1. Monthly Edmentum Reports will be turned in to admin, to ensure fidelity with use of program.
2. Routine lesson plan checks, for high quality Tier 2 & Tier 3 instruction.
3. Weekly MTSS meetings will be held to review progress of Tier 2 and Tier 3 students.
4. Grade Level/ Area meeting agenda and minutes will be submitted and reviewed by administration.

Person responsible for monitoring outcome:

Dana Fleming (flemingd@santarosa.k12.fl.us)

Evidence-based Strategy:

1. Students with disabilities will be monitored by the MTSS team to ensure academic progress is made. When adequate progress is not made, the IEP team and MTSS team will collaborate to identified research based interventions that will benefit the student..
2. Utilize the research based computer programs, Lexia, I-Ready, Reflex Math and assistive technology, as needed, in conjunction with teacher directed activities to meet the needs of SWD.
3. ESE Teachers will utilize Multi-Sensory Teaching Techniques through UDL Instructional practices to support academic progress of SWD.
4. Inclusion and self-contained ESE teachers will collaborate and plan with general education teachers, to ensure equity and continuity of learning.

Rationale for Evidence-based Strategy:

Research shows that IEP teams that use a structured process, such as MTSS and IEP planning, for supporting students' inclusion report improved collaboration, increased engagement and opportunities for learning by students, increased expectations for students' learning and reported improvement in academic and communication outcomes. (Jorgensen, McSheehan, & Sonnenmeier, Turner 2007).

According to "Brain-Friendly Strategies for the Inclusion Classroom" written by Judy Willis, "neuroimaging studies have shown that there is a greater amount of activity in their brains information processing areas following a multisensory input than there is following a single sense input". SWD often need several different presentations of a new concept of skill in order to

process the information.

Blended Learning creates a rich educational environment enabling various forms of communication by combining face to face learning with technological enhanced learning so that instruction and learning occur in both the classroom and online (Collis & Moonen, 2012).

Action Steps to Implement

1. Students identified in the SWD subgroup who require intensive intervention will be quickly identified through benchmark assessments, progress monitoring assessments, IEP team meetings, and previous year's data.
2. Research based computer programs will be implemented per individual student needs to create a blended learning environment and support SWD.
3. Teachers and ESE staff will participate in professional development opportunities, including conferences, and district-offered training that focuses on Multi-Sensory Instruction and Universal Design for Learning.
4. Weekly grade level meetings and monthly PLC meetings will be scheduled and attended by administration with a focus on SWD.

Person Responsible Laura Rader (raderl@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Teachers will work to collaborate to create and use BEST Standards-based plans and instruction. With an increase of newly hired teachers, new ELA Curriculum, and new BEST Standards, collaborative planning will allow teachers to gain insight from mentor teachers, ESE teachers, the AIS, and Intervention Teachers. Collaborative planning will allow grade levels and areas to target challenging domains and create standards based lessons to increase rigor and student engagement. In addition, it will allow teachers to better meet the needs of PRE's diverse student population. This area of focus was identified as a need to help grade levels stay on the same schedule/pace. With the recent COVID pandemic teachers need to have a long-range planning mindset to address any gaps in learning.

Measureable Outcome:

Grade levels will have weekly meetings to discuss and plan together. Each grade-level chairperson will turn in weekly minutes and notes to ensure collaborative planning. Mentor teachers, AIS, ESE teachers, and intervention teachers will be included in grade level/ area meetings. Attendance will be taken at the weekly meetings. Administration will conduct walk through evaluations to establish that teachers are focusing on the same grade-level standards. Teachers will attend and participate in 80% of the weekly grade-level meetings. Administration will also do regular lesson plan checks, through the school-wide Planbook.com platform.

Monitoring:

1. Attendance will be taken at the weekly meetings.
2. Administration will conduct walkthrough evaluations to establish that teachers are focusing on the same grade-level standards.
3. Administration will also do regular lesson plan checks, through the school-wide Planbook.com platform.

Person responsible for monitoring outcome:

Dana Fleming (flemingd@santarosa.k12.fl.us)

Evidence-based Strategy:

Collaborative planning will occur on a weekly basis. Teachers will adhere to professional norms and established routines such as: equal opportunity to participate; a level of comfort contributing ideas to the meeting; safe place to express disagreement; following the social contract, planning and preparing lessons together.

Rationale for Evidence-based Strategy:

Collaborative planning (planning and prediction) was chosen because it is a high yield strategy. This is a specific need for our students during the recent COVID pandemic and it is supported by research conducted by John Hattie. Resources: Hattie Ranking 252 Influences and Effect Sizes Related to Student Achievement (<https://visible-learning.org/hattie-ranking-influences-effectsizes-learning-achievement/>)
 Making Space: The Value of Teacher Collaboration (<https://www.edvestors.org/wp-content/uploads/2016/05/EdVestors-MakingSpace-The-Value-of-Teacher-Collaboration-2014.pdf>)

Action Steps to Implement

1. Weekly grade level collaboration meetings, as well as monthly PLC meetings are scheduled for the entire school year and indicated on school calendar on Sharepoint.
2. During pre-planning the Sharepoint calendar was shared with all staff members and is also

sent out to all staff on a weekly basis.

3. Grade level chairs will record detailed minutes from grade level meetings and turn the notes into administration on a weekly basis.

4. Teachers will attend grade level meetings in order to plan together, where they will sign in.

5. Administration will also do regular lesson plan checks, through the school-wide Planbook.com platform.

Person Responsible Dana Fleming (flemingd@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Lowest 25% ELA decreased from 55% to 25% during the 2020-21 school year. This data shows a need for research based, highly effective intervention for our struggling students.

Measurable Outcome: Our goal is for Lowest 25% ELA to increase from 39% to 62% during the 2021-22 school year. We will also decrease the overall number of Level 1 and Level 2 students. Our goal is to decrease Level 1 and 2 students to 150 or less. (15%).

Monitoring:

1. Monthly Edmentum Reports will be turned in to admin, to ensure fidelity with use of program.
2. Routine lesson plan checks, for high quality Tier 2 & Tier 3 instruction.
3. Weekly MTSS meetings will be held to review progress of Tier 2 and Tier 3 students.
4. Classroom observation for implementation of data chats.

Person responsible for monitoring outcome: Dana Fleming (flemingd@santarosa.k12.fl.us)

Evidence-based Strategy:

In order to accomplish this goal, we will:

1. Utilize our computer program, Edmentum's Exact Path to provide research-based intervention to all struggling students.
2. Provide targeted and evidence based small group Tier 2 intervention, delivered by highly qualified teachers, to support our struggling students.
3. Provide targeted and evidenced based intensive small group Tier 3 instruction, delivered by Reading Endorsed, ESSR Intervention teachers.
4. Utilize data chats in the classroom in order to motivate students to set and reach their goals.

Rationale for Evidence-based Strategy:

The National Council of Language Arts endorses the use of increasingly intensive and effective instructional interventions for students who struggle. Fountas & Pinnell Literacy found that small group instruction is effective because teaching is focused precisely on what the students need to learn next to move forward. Ongoing observation of your students, combined with systematic assessment enables you to draw together groups of students who fit a particular instructional profile." (Fountas & Pinnell, 2019)

Finally, Ames and Epstein provide motivational research which shows the correlation between data chats and academic success. Blended Learning creates a rich educational environment enabling various forms of communication by combining face to face learning with technological enhanced learning so that instruction and learning occur in both the classroom and online (Collis & Moonen, 2012)

Action Steps to Implement

1. Students who require intensive intervention will be quickly identified through benchmark assessments, progress monitoring assessments, and previous year's data.
2. Edmentum's Exact path will be implemented in each classroom and utilized with fidelity.
3. Intensive intervention groups will be schedule and provided by ESSR Intervention teachers

or Reading Endorsed classroom teacher.

4. Data chats will be modeled for teachers, during monthly PLC meetings and implemented within each classroom.

Person Responsible Amy Wolfenden (wolfendena@santarosa.k12.fl.us)

#4. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:

Our Black/African American subgroup is our only subgroup missing the targeted level of performance. This subgroup has an index rate of 23%. This is the first year the Black/African American Students Subgroup is below 32%.

Measureable Outcome:

Our goal is for our Black/African American subgroup to increase from 23% to 30%.

Monitoring:

1. Leadership team will review at risk report and EWS on a monthly basis.
2. PBS Committee will review discipline and attendance data at monthly meeting.

Person responsible for monitoring outcome:

Dana Fleming (flemingd@santarosa.k12.fl.us)

Evidence-based Strategy:

To support our Black/African American population, Pea Ridge faculty/staff will strive to build relationships and make connections by incorporating Capturing Kids' Hearts strategies and through involvement in our TRIBE System. We will continue to train faculty and staff with Capturing Kids Hearts. New staff members will attend the Poverty simulation to increase their knowledge of challenges our students face and the relevance of reaching subgroups as a school and community effort. All faculty and staff contribute to student performance. Teachers will identify students in this subgroup who are listed on the At-Risk Report. They will continuously monitor performance and mastery in core content areas. They will check performance during Data Reviews at the beginning of the first and second semester using our data spreadsheet.

Rationale for Evidence-based Strategy:

Teacher/Student relationships have a high effect size of .72 based on Hattie's research; results include more engagement, more respect of self/other, fewer resistant behaviors, higher achievement outcomes. <https://flippengroup.com/education-solutions/capturing-kids-hearts/>
<http://www.ronclarkacademy.com/Who-we-are>

Action Steps to Implement

1. Train a select number of faculty/staff on Capturing Kids' Hearts and increase the number of trained staff each year.

2. Staff trained in Capturing Kids' Hearts will collaborate with their grade level to increase use of Capturing Kids' Hearts strategies. Documentation of grade level collaboration will be submitted to administration.

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submitted to administration.

3. Increase events and activities within our TRIBE system. Hold competitions each 9 weeks to include Accelerated Reader, attendance, behavior, and academic goals.

4. Specifically monitor this subgroup of students regularly and discuss during data meetings. Identify number of at-risk factors for each student in this subgroup.

Person Responsible

Laura Rader (raderl@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on data from SafeSchoolsforAlex.org, discipline data shows the primary area of concern for Pea Ridge Elementary is Total Reported Suspensions. During the 2020-21 school year, 27 total suspensions were reported, 14 of those being in school and 13 being out of school. A secondary area of concern is reported Violent Acts. We will work closely with district behavior staff, including our school based Behavior Coach and Program Facilitator for Elementary Behavior MTSS.

Administration, Behavior Coach, and Teachers will:

***Collaborate 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 to identify students in need of behavior intervention and Tier III and IEP goals for behavior.**

*** 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.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Relationship building is a top priority at Pea Ridge Elementary. Pea Ridge Elementary strives to provide an atmosphere where our stakeholders feel safe, valued and respected. We have implemented the PBIS Tribe System and it plays vital role in the positive culture and climate of our school. All students, faculty and staff belong to one of our eight Tribes. Students earn points for their Tribe by faculty and staff for positive behavior/discipline, academics, attendance, school/community involvement. The Tribe with the most points at the end of every 9 weeks wins a special reward. This system promotes relationship building and teamwork with our students and staff.

The volunteer program helps build trusting relationships between the school and stakeholders. Research indicates students whose parents are engaged with their child's school, perform higher academically. The school embraces volunteers as "real" partners in the education to increase student achievement. (Due to CDC guidelines concerning COVID-19, parent volunteers can not be utilized at the start of the school year. Once those restrictions are lifted, PRE will be utilizing parent volunteers.) PRE volunteers not only provide support and assistance to our school, they reinforce the partnership we work so hard to develop. The greatest value that our parent volunteers add is that their involvement demonstrates interests in the educational process. Teacher and staff input are valued and respected. Surveys are provided to staff to allow their voice to be heard in decision making.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The parents, students, and community at PRE have many opportunities to be involved in the planning, review, and improvement of instruction and the Title I programs. This include decisions regarding how parent involvement funds will be used. We have an active PTA and School Advisory Council. Our School Advisory Council consists of teachers, parents, and community stakeholders. Both of the organizations discuss on-going activities, school improvement, and Title I programs. Our PTA includes teachers, staff, parents, community members, and volunteers. PTA plans activities, such as, quarterly movie nights and socials, which promote family engagement. PRE holds monthly after school parent, family, and

community involvement events. The goal of these involvement nights is to establish a partnership with students, families, and the community in the educational process and provide them with strategies and resources to help their child at home with grade level standards and requirements. At the beginning of the school year, a parent meet and greet is held and parents are encouraged to fill out a volunteer application. Opportunities for involvement are shared with all stakeholders. Teachers reach out to parents daily through communication folders and use of school-wide app, Remind. Administration and teachers contact parents when their child receives a Positive Referral from teachers. Facebook is used to announce events and post pictures of students displaying positive behaviors.