

Santa Rosa County School District

GULF BREEZE ELEMENTARY SCHOOL



2026-27 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 2
 - A. School Mission and Vision 2
 - B. School Leadership Team, Stakeholder Involvement and SIP Monitoring 2
 - C. Demographic Data..... 27
 - D. Early Warning Systems 28
- II. Needs Assessment/Data Review 32
 - A. ESSA School, District, State Comparison 33
 - B. ESSA School-Level Data Review 34
 - C. ESSA Subgroup Data Review 35
 - D. Accountability Components by Subgroup..... 36
 - E. Grade Level Data Review 39
- III. Planning for Improvement..... 40
- IV. Positive Learning Environment 47
- V. Title I Requirements (optional)..... 50
- VI. ATSI, TSI and CSI Resource Review 53
- VII. Budget to Support Areas of Focus 54

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Nadia Colin

ColinN@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

- Manage and administer the overall instructional program at the assigned school.
- Manage and administer the overall activities of assessing and developing the instructional program at the assigned school.
- Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. *Manage and administer the accreditation program for the assigned school.
- Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs.
- Participate, as requested, in the development of District guides related to instruction and

personnel.

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

Leadership Team Member #2

Employee's Name

Bobbie Lewter

LewterB@santarosa.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

- Coordinate all aspects of elementary curriculum.
- Coordinate faculty, year level and individual teacher's planning, as assigned.
- Assist teachers in interpreting and implementing the District's curriculum.
- Coordinate, as assigned, research related to curriculum development.
- Recommend curriculum adjustments to meet the special learning needs of individual children.
- Assist teachers in organizing classrooms for effective learning.
- Implement and schedule the standardized testing program when assigned.
- Establish and maintain a system of school-wide textbook accountability.
- Schedule and plan in-service programs and prepare required reports.
- Work with the media specialist in adapting and improving the use of media in the school.
- Participate in proposed and on-going curriculum development projects.
- Serve, at the direction of the Principal, as advisor and special consultant to probationary employees.
- Coordinate the grade placement and grouping of children.
- Assist the Principal in planning and carrying out staff and parent curriculum meetings.
- Serve as the administrative representative on the school's MTSS Team.
- Complete special assignments assigned by the Principal.
- Assume building supervisory responsibility in the absence of the Principal.
- Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline.
- Assist in the supervision of all school activities and programs.
- Supervise students in order to maintain a safe and orderly environment.
- Assist the Principal in planning and implementing the school improvement program.
- Assist the Principal and other staff in maintaining a clean and safe school plant.
- Assist in the selection, supervision and evaluation of all school personnel.

- Prepare such records and reports as the Principal may assign.
- Perform other incidental tasks consistent with the goals and objectives of this position.

Leadership Team Member #3

Employee's Name

Tiffany Lowry

LowryT@santarosa.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

- Assist in the registration and placement of students
- Implement classroom lessons addressing resiliency, emotional regulation, interpersonal skills, and life skills.
- Facilitate small group counseling related to the needs of identified students. Introduce age-appropriate career awareness activities aligned with Florida's School Counseling Standards.
- Promote students' early understanding of interests, strengths, and future pathways related to careers and post-secondary options.
- Administer screenings and coordinate 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 all school stakeholders in understanding and meeting the needs of students
- Assist with referrals to other service providers and outside agencies
- Participate in MTSS processes, IEP meetings, and other student-focused teams as an advocate for student needs.
- Coordinate and monitor Section 504 referrals and events. Maintain access to current information regarding community resources
- Collaborate and support district and state assessment processes and assist in the interpretation of standardized testing results to parents, students, and other school staff, including state mandated assessments. Assist with student orientation
- Design, implement, and evaluate a comprehensive school counseling program based on Florida's PK-12 School Counseling Standards.
- Assist with parent/teacher conferences as requested
- Assist in proper maintenance of student educational records. Attend and participate in faculty meetings
- Engage in ongoing professional learning and skill development. Maintain a valid FLDOE Educator

Certificate in School Counseling

- Maintain compliance with FLDOE certification, continuing education, and professional standards for Florida school counselors. Provide own method of transportation to various locations when required
- Perform other tasks and responsibilities as assigned by the principal

Leadership Team Member #4

Employee's Name

Kimberly Browning

BrowningKA@santarosa.k12.fl.us

Position Title

Interventionist

Job Duties and Responsibilities

- Assist teachers and/or students with implementing Tier 2 and/or Tier 3 Interventions with fidelity
- Plan, organize, and prepare for classes assigned and presents documented evidence of preparation upon request of immediate supervisor
- Demonstrate and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements
- Prepare a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations, and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements
 - Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation
- Provide for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment
- Counsel students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance
- Monitor students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment
- Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student

workers for the purpose of providing an effective classroom program and addressing the needs of individual students • Instruct students for the purpose of improving their success in academics through a defined course of study • Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success.

- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Collaborate with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan
- Attend and participate in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement
 - Implement the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction
- Maintain accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information
- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures
- Participate in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement
- Adhere to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Respond to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction

- Accept responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages
- Establish and maintain cooperative relations with students, faculty, staff, and parents
- Assume the responsibility to maintain a valid Florida teacher's certificate
- Perform other tasks and/or responsibilities as assigned by the principal

Leadership Team Member #5

Employee's Name

Samantha Mauer

MauerS@santarosa.k12.fl.us

Position Title

Kindergarten Teacher/Grade Level Chair

Job Duties and Responsibilities

- Attend leadership meetings to analyze data and assist with daily school operations while sharing and disseminating important information to grade level team
- Plan, organize, and prepare for classes assigned and presents documented evidence of preparation upon request of immediate supervisor
- Demonstrate and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements
- Prepare a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations, and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements
 - Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation
- Provide for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment
- Counsel students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance
- Monitor students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment
- Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a

positive learning environment and adhering to state law and board policies

- Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success.
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
 - Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
 - Instruct students for the purpose of improving their success in academics through a defined course of study
 - Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success
 - Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Collaborate with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan
 - Attend and participate in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement
 - Implement the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction
 - Maintain accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information
- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures
- Participate in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement
- Adhere to emergency procedures and responds to emergency situations for the purpose of

resolving immediate safety concerns.

- Respond to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction
- Accept responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages
- Establish and maintain cooperative relations with students, faculty, staff, and parents
- Assume the responsibility to maintain a valid Florida teacher's certificate
- Perform other tasks and/or responsibilities as assigned by the principal

Leadership Team Member #6

Employee's Name

Emily Hartgrave

hartgravee@santarosa.k12.fl.us

Position Title

1st Grade Teacher/Grade Level Chair

Job Duties and Responsibilities

- Attend leadership meetings to analyze data and assist with daily school operations while sharing and disseminating important information to grade level team
- Plan, organize, and prepare for classes assigned and presents documented evidence of preparation upon request of immediate supervisor
- Demonstrate and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements
- Prepare a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations, and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements
 - Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation
- Provide for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment
- Counsel students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance
- Monitor students in a variety of educational environments (e.g. classroom, cafeteria, playground,

school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment

- Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies
- Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success.
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
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- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
- Collaborate with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan
- Attend and participate in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement
- Implement the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction
- Maintain accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information
- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures

- Participate in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement
- Adhere to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Respond to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction
- Accept responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages
 - Establish and maintain cooperative relations with students, faculty, staff, and parents
- Assume the responsibility to maintain a valid Florida teacher's certificate
- Perform other tasks and/or responsibilities as assigned by the principal

Leadership Team Member #7

Employee's Name

Lisa Barham

barhaml@santarosa.k12.fl.us

Position Title

2nd Grade Teacher/Grade Level Chair

Job Duties and Responsibilities

- Attend leadership meetings to analyze data and assist with daily school operations while sharing and disseminating important information to grade level team
- Plan, organize, and prepare for classes assigned and presents documented evidence of preparation upon request of immediate supervisor
- Demonstrate and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements
- Prepare a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations, and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements
 - Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation
- Provide for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment

- Counsel students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance
- Monitor students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment
- Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
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 - Collaborate with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan
- Attend and participate in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement
 - Implement the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction
- Maintain accurate, complete, and correct records as required by applicable laws, policies,

procedures and regulations to ensure the accurate communication and collection of important district, school, and student information

- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures
- Participate in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement
- Adhere to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Respond to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction
- Accept responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages
 - Establish and maintain cooperative relations with students, faculty, staff, and parents
 - Assume the responsibility to maintain a valid Florida teacher's certificate
 - Perform other tasks and/or responsibilities as assigned by the principal

Leadership Team Member #8

Employee's Name

Julianne Moretz

moretzj@santarosa.k12.fl.us

Position Title

3rd Grade Teacher/Grade Level Chair

Job Duties and Responsibilities

- Attend leadership meetings to analyze data and assist with daily school operations while sharing and disseminating important information to grade level team
- Plan, organize, and prepare for classes assigned and presents documented evidence of preparation upon request of immediate supervisor
- Demonstrate and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements
- Prepare a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations, and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements

- Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation
- Provide for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment
- Counsel students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance
- Monitor students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment
- Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success.
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Collaborate with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan
- Attend and participate in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving

student outcomes through personal improvement and school improvement

- Implement the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction
- Maintain accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information
- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures
- Participate in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement
- Adhere to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Respond to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction
- Accept responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages
- Establish and maintain cooperative relations with students, faculty, staff, and parents
- Assume the responsibility to maintain a valid Florida teacher's certificate
- Perform other tasks and/or responsibilities as assigned by the principal

Leadership Team Member #9

Employee's Name

Jessica Phillips

PhillipsJM@santarosa.k12.fl.us

Position Title

4th Grade Teacher/Grade Level Chair

Job Duties and Responsibilities

- Attend leadership meetings to analyze data and assist with daily school operations while sharing and disseminating important information to grade level team
- Plan, organize, and prepare for classes assigned and presents documented evidence of preparation upon request of immediate supervisor
- Demonstrate and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student

requirements

- Prepare a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations, and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements
- Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation
- Provide for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment
- Counsel students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance
- Monitor students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment
- Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success.
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Collaborate with instructional staff, other school personnel, parents and a variety of community

resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan

- Attend and participate in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement
 - Implement the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction
- Maintain accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information
- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures
- Participate in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement
- Adhere to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Respond to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction
- Accept responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages
 - Establish and maintain cooperative relations with students, faculty, staff, and parents
- Assume the responsibility to maintain a valid Florida teacher's certificate
- Perform other tasks and/or responsibilities as assigned by the principal

Leadership Team Member #10

Employee's Name

Christine Weaver

WeaverC@santarosa.k12.fl.us

Position Title

5th Grade Teacher/Grade Level Chair

Job Duties and Responsibilities

- Attend leadership meetings to analyze data and assist with daily school operations while sharing and disseminating important information to grade level team

- Plan, organize, and prepare for classes assigned and presents documented evidence of preparation upon request of immediate supervisor
- Demonstrate and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements
- Prepare a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations, and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements
 - Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation
- Provide for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment
- Counsel students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance
- Monitor students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment
- Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students • Instruct students for the purpose of improving their success in academics through a defined course of study • Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success.
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
 - Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
 - Instruct students for the purpose of improving their success in academics through a defined course of study
 - Respond to student, faculty, and parental inquiries for the purpose of achieving overall student,

school, and family success

- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Collaborate with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan
- Attend and participate in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement
 - Implement the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction
- Maintain accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information
- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures
- Participate in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement
- Adhere to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Respond to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction
- Accept responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages
 - Establish and maintain cooperative relations with students, faculty, staff, and parents
- Assume the responsibility to maintain a valid Florida teacher's certificate
- Perform other tasks and/or responsibilities as assigned by the principal

Leadership Team Member #11

Employee's Name

Darcy Stubbs

StubbsD@santarosa.k12.fl.us

Position Title

ESE Teacher/Department Chair

Job Duties and Responsibilities

- Attend leadership meetings to analyze data and assist with daily school operations while sharing and disseminating important information to grade level team
- Plan, organize, and prepare for classes assigned and presents documented evidence of preparation upon request of immediate supervisor
- Demonstrate and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements
- Prepare a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations, and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements
 - Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation
- Provide for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment
- Counsel students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance
- Monitor students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment
- Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success.
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students

- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Collaborate with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan
- Attend and participate in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement
 - Implement the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction
- Maintain accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information
- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures
- Participate in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement
- Adhere to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Respond to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction
- Accept responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages
 - Establish and maintain cooperative relations with students, faculty, staff, and parents
- Assume the responsibility to maintain a valid Florida teacher's certificate
- Perform other tasks and/or responsibilities as assigned by the principal

Leadership Team Member #12

Employee's Name

Susan Pond

PondS@santarosa.k12.fl.us

Position Title

Art Teacher/Special Area Department Chair

Job Duties and Responsibilities

- Attend leadership meetings to analyze data and assist with daily school operations while sharing and disseminating important information to grade level team
- Plan, organize, and prepare for classes assigned and presents documented evidence of preparation upon request of immediate supervisor
- Demonstrate and differentiate methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements
- Prepare a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations, and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements
 - Meet and instruct assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation
- Provide for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment
- Counsel students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance
- Monitor students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment
- Report incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility
- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success.
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Employ a variety of instructional techniques, methods and materials which are appropriate to the

needs and capabilities of the students and are consistent to the assigned teaching responsibility

- Direct assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students
- Instruct students for the purpose of improving their success in academics through a defined course of study
- Respond to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success
- Support other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans
 - Collaborate with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan
- Attend and participate in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement
 - Implement the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction
- Maintain accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information
- Assist in upholding and enforcing administrative regulations and applicable policies, regulations and procedures
- Participate in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement
- Adhere to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
- Respond to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction
- Accept responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages
 - Establish and maintain cooperative relations with students, faculty, staff, and parents
- Assume the responsibility to maintain a valid Florida teacher's certificate
- Perform other tasks and/or responsibilities as assigned by the principal

Leadership Team Member #13

Employee's Name

Doris Platt

PlattD@santarosa.k12.fl.us

Position Title

Data Clerk/Ed Support Department Chair

Job Duties and Responsibilities

- Attend leadership meetings to analyze data and assist with daily school operations while sharing and disseminating important information to grade level team
- Input student/employee information in prescribed format
- Maintain database for student/employee information and enters data for daily attendance • Maintain sequence and control of source documents and makes schedule changes
- Recognize deficiencies and/or problems in source documents and returns to supervisor for correction, if necessary
- Obtain necessary signatures and routes appropriate material • Review documents, generate reports from data and print hard copy of reports • Give information to other units, assists in answering telephone and questions
- Meet public giving appropriate information, explain rules, and/or assist students/employees
- Type from rough draft, copy or general instruction, reports, letters, statistical tabulations, narratives
- Compose letters and/or memoranda as requested
- Operate equipment in office or media center
- Assist teachers/staff as needed in performing secretarial and clerical duties
- Perform related duties as required or assigned by principal

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The leadership team and administration meet monthly to discuss and analyze school data. After PM3 testing is complete in May, the leadership team analyzes data and compares to previous school years as well as comparisons to nearby schools in our district and how we compare to district/state

averages. After identifying areas of growth or needs for improvement, we generate school improvement plan ideas together as a team. The leadership team also receives feedback from their grade level/department team. Additionally, the School Advisory Council meets quarterly and holds a meeting toward the end of May. The sole purpose of this meeting is to conclude items for the current school year, review the budget for the upcoming school year, review PM3 data from the current year, and provide input, ideas, and/or solutions to add to our school improvement plan. In combination with the Leadership Team and the School Advisory Council's input, the school develops several focus areas with the assistance of administration in preparation for the upcoming school year.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan will be monitored on a regular basis by administration. The school conducts progress monitoring assessments three times each year to collect and analyze data. This is called PM1, PM2, and PM3. We utilize PM data and conduct data chats with teachers and grade levels after each PM period. Our leadership team works to analyze schoolwide data. Administration analyzes data and provides support, professional learning, and/or additional interventions or strategies for improvement if goals are not being met after PM1 and PM2. By PM3, the schoolwide goals and focus areas should be complete. We review this data and progress quarterly with stakeholders such as School Advisory Council (SAC) and monthly with our board members in the Parent Teacher Organization (PTA). In addition, our MTSS team meets regularly to discuss progress, review interventions, and analyze data to support individual student needs. Our Teacher Induction Program (TIP) leaders help support and/or mentor any new teachers or teachers that are below the grade level averages.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	26.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	118	122	140	136	148	134	0	0	0	798
Absent 10% or more school days	8	3	3	4	4	6	0	0	0	28
One or more suspensions	3	0	0	1	0	6	0	0	0	10
Course failure in English Language Arts (ELA)	0	4	3	2	1	1	0	0	0	11
Course failure in Math	0	3	3	1	3	0	0	0	0	10
Level 1 on statewide ELA assessment	10	15	9	6	12	7	0	0	0	59
Level 1 on statewide Math assessment	9	7	10	3	6	6	0	0	0	41
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	8	16	19	15	13	14	0	0	0	85
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	4	4	3	4	0	0	0	19

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	4	1	3	1	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2025-26) As Last 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	
School Enrollment	115	145	136	145	138	158				837
Absent 10% or more school days	9	7	6	3	8	4				37
One or more suspensions		2	1		5	4				12
Course failure in English Language Arts (ELA)			1	3	3	1				8
Course failure in Math			1			5				6
Level 1 on statewide ELA assessment	24	31	15	11	8	8				97
Level 1 on statewide Math assessment	26	36	23	9	5	5				104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	16	16	23	10	8				79
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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		4	5	4	2	5				20

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		4	1	3						8
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	84	64	62	82	64	59	84	64	57
Grade 3 ELA Achievement	90	68	61	80	63	59	82	65	58
ELA Learning Gains	69	59	63	66	60	60	74	61	60
ELA Lowest 25th Percentile	54	50	58	60	54	56	68	54	57
Math Achievement*	90	69	66	89	67	64	89	68	62
Math Learning Gains	78	62	64	70	60	63	76	61	62
Math Lowest 25th Percentile	68	42	50	63	41	51	63	48	52
Science Achievement	80	59	62	84	57	58	84	59	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	63		56	61

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	77%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	613
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
77%	74%	78%	83%	76%	79%	

C. ESSA Subgroup Data Review (pre-populated)

2026-27 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%

No ESSA data found for this school and year

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	84%	90%	69%	54%	90%	78%	68%	80%					
Students With Disabilities	51%	71%	43%	35%	59%	54%	46%	38%					
Hispanic Students	79%	77%	82%		91%	82%		79%					
Multiracial Students	72%		64%		89%	84%	70%	77%					
White Students	85%	92%	68%	54%	90%	77%	65%	80%					
Economically Disadvantaged Students	73%	79%	66%	50%	82%	71%	56%	69%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	82%	80%	66%	60%	89%	70%	63%	84%					
Students With Disabilities	48%	47%	49%	39%	61%	48%	37%	45%					
Hispanic Students	83%		56%		100%	67%							
Multiracial Students	71%	69%	67%		71%	62%							
White Students	83%	80%	67%	64%	90%	70%	65%	84%					
Economically Disadvantaged Students	66%	69%	55%	50%	74%	58%	42%	73%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
All Students	84%	82%	74%	68%	89%	76%	63%	84%		
Students With Disabilities	66%	57%	69%	72%	64%	72%	62%	50%		
Hispanic Students	92%		83%		88%	78%		73%		
Multiracial Students	68%	71%	90%		84%	40%				
White Students	84%	82%	72%	65%	89%	77%	63%	86%		
Economically Disadvantaged Students	76%	69%	67%	64%	75%	67%	57%	74%		

E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	89%	68%	21%	60%	29%
ELA	4	81%	64%	17%	60%	21%
ELA	5	81%	64%	17%	61%	20%
Math	3	96%	73%	23%	66%	30%
Math	4	92%	70%	22%	65%	27%
Math	5	82%	65%	17%	62%	20%
Science	5	80%	59%	21%	60%	20%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Our overall 3rd grade ELA proficiency increased from 80% in 2024-2025 to 90% in 2025-2026. Our grade level had several new team members. We followed district provided pacing guides for ELA aligned to the curriculum. We implemented best instructional practices with high student engagement, as well as targeted Tier 2 and/or Tier 3 interventions for struggling students.

Lowest Performance

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

Overall, our lowest area is 1st grade ELA. Our overall proficiency in 1st grade ELA was 76% and we were 5th in the district. In all other areas, we were either 1st or 2nd in comparison to other nearby schools, exceeding district and state averages. 1st grade is such a critical year to implement foundational skills, phonics, vocabulary, and comprehension for students. We need to target intervention and Tier 1 instruction in 1st grade in order to close the achievement gaps as they reach 3rd, 4th, or 5th grade. We believe early intervention is key, especially as it relates to emerging readers and literacy.

Greatest Decline

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

Our ELA Learning gains for the lowest quartile (25%) of students decreased by 7% from 60% in 2024-2025 to 53% in 2025-2026. This reflects the 4th and 5th grade ELA teams as we are departmentalized. We need to increase Tier 2 and/or Tier 3 interventions with fidelity, while still maintaining strong Tier I instruction. Many of these students in the lowest quartile are also Student with Disabilities. We need to work on best instructional practices and targeted intervention, as well as specially designed instruction, to meet the needs of our unique learners to close the achievement gap.

Greatest Gap

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.

All areas exceeded the statewide average. However, learning gains of the lowest quartile in ELA is at 53%. This is below the expected level. We need to close this achievement gap with our most at-risk students as they reach Grades 4 & 5.

EWS Areas of Concern

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

1. We had 10 students in KG that were Level 1 on ELA statewide assessment and 15 students in 1st grade that were Level 1 on ELA statewide assessment. We need to increase Tier 1 instruction in ELA to include phonics, foundational skills, phonemic awareness, vocabulary, fluency, etc. to build strong readers prior to Grade 3.
2. We had 16 students in 1st grade with a substantial reading deficiency and 19 in 2nd grade. We need to close the achievement gap and better prepare our students for reading success as they transition to the intermediate grade levels.

Highest Priorities

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

1. Increase 1st Grade Reading/ELA Proficiency - Increase state benchmark from 76% to 81% (+5) to increase reading skills and set students up for independent reading & success through PD, HMH alignment, small group instruction, literacy coaching, PLCs, data chats, etc.
2. Increase Learning Gains of Lowest 25% - Increase learning gains for the Lowest 25% of students, often SWD (Students with Disabilities) by participating in PD with Florida Inclusion Network on Specially Designed Instruction, IEP development and goals, PLCs, master scheduling, staggered intervention blocks, PLC data review and alignment, data chats, etc. Our goal is to increase LG of the Lowest 25% in ELA in 2025-2026 from 53% to 62% (+9) in 2026-2027.
3. Increase Tier 1 rigor and engagement in all K-5 classrooms - Increase student engagement and rigor in all classrooms through use of engagement strategies to include Student Led Academic Teaming, hands-on interactive notebooks, small group differentiated instruction, target/task alignment, etc. through SLAT PD for Notable 9, Rigor Walks, PLCs, and other PD opportunities.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

1) Increase state benchmark from 76% to 81% (+5) for 1st grade students in ELA. While this exceeds the district and state averages, this is the lowest performing grade level at our school with the highest level of Level 1 students in ELA (15). We need to build strong readers in the primary grades and give them a strong foundation for phonics, fluency, phonemic awareness, vocabulary, and comprehension. Building strong readers early on will help close achievement gaps and set students up for future success.

2) Additionally, only 53% of our students in the lowest quartile (25%) made learning gains in ELA in 2025-2026. In 2024-2025, a total of 60% achieved a learning gain so this was a 7% decline. This was our largest declining area overall. These students are often our most at-risk with multiple indicators, increased needs, and possibly also Students with Disabilities. We want to increase this area to ensure all students experience success and growth from year to year.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

1) We will increase our 1st Grade ELA proficiency on the state benchmark on PM3 from 76% in 2025-2026 to 81% in 2026-2027.

2) Increase ELA Learning gains from 53% in 2025-2026 to 62% in 2026-2027 by participating in PD with Florida Inclusion Network on Specially Designed Instruction, IEP development and goals, PLCs, master scheduling, staggered intervention blocks, PLC data review and alignment, data chats, etc.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

1) 1st Grade ELA - We will monitor this progress based on ELA common assessments, classroom observations/feedback in relation to Tier 1 instruction, through the MTSS process to identify students in need of Tier 2 and/or Tier 3 interventions in ELA, and reviewing data after PM1 and PM2. We will conduct data chats to reflect on PM1 & PM2 data and put plans into place based on this data to increase the proficiency as we prepare for PM3. Additionally, we will work with our 1st grade teachers on targeted professional learning, HMH/curriculum alignment, small group instruction, literacy coaching, PLCs, data chats, etc.

2) Lowest Quartile ELA Learning Gains - This focus area will be monitored through progress monitoring data three times per year, MTSS data monthly, ongoing classroom data, and/or IXL data to ensure students are closing the gaps and increasing their level of understanding as it relates to ELA.

Person responsible for monitoring outcome

Nadia Colin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

1) Administration will analyze a range of data from the prior year specific to 1st grade ELA schoolwide, as well as at the classroom level to focus on teacher's instructional strengths and weaknesses, and at the student level to focus on the instructional needs of ALL students. 2) Administration will identify the Lowest Quartile of students and have a data dig with teachers to identify who these students are, how many points they need to achieve a learning gain, and instructional strategies to get them to achieve this. This will be driven by their specific data and looking at specific domains in ELA.

Rationale:

Research suggests that data should be analyzed at the school, classroom, and student level in order to identify areas of strengths and weaknesses and to determine how best to improve the quality of instruction. This data should not be limited to student achievement data, but could also include data reflecting the school's climate, community, implementation of curriculum, and quality of instruction. In addition, it is important that the appropriate data is collected and analyzed. Formative assessments selected for implementation must align with the standards, curriculum and the state assessment. Data should be widely distributed and teachers and administrators should be taught how to correctly interpret and use data so as to develop expertise in the use of data.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

1) We will progress monitor students throughout the school year, analyze data, and modify instruction to meet the ongoing instructional needs of students. 2) We will utilize the MTSS model to identify students in need of additional Tier 2 and/or Tier 3 supporting specific to the Lowest 25% from 2025-2026 to plan targeted interventions and instruction for the 2026-2027 school year.

Rationale:

Teachers can use this data to determine the progress of students toward grade level standards and to adjust instruction accordingly. Data should be analyzed and interpreted so that teachers can develop a hypothesis regarding student learning and modify instruction to test that hypothesis and improve student achievement. In addition, research reflects that a computer-adaptive literacy assessment can help to identify students at risk of not meeting grade level standards as well as those who are not at risk so that teachers can provide instruction accordingly. Finally, computer-adaptive assessments may be especially valuable in helping teachers to monitor the progress of English learners and students with learning disabilities, enabling them to target instruction to their needs.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Learning Community (PLCs)

Person Monitoring:

Nadia Colin

By When/Frequency:

Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

- 1) Teachers in 1st grade will participate in an ELA targeted PLC to analyze data, plan instruction, and share best practices as it relates to Tier 1 instruction.
- 2) ELA Content Area teachers in 4th and 5th grade will participate in an ELA targeted PLC to analyze data, plan instruction, and share best practices as it relates to Tier 1 instruction to support the students that are in the lowest quartile.

Action Step #2

MTSS

Person Monitoring:

Nadia Colin

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The MTSS team will meet monthly to review student data, classroom performance, and progress with any Tier 2 or Tier 3 interventions to provide targeted small group instruction based on needs. This applies to the 1st grade cohort of students for ELA, as well as students in the lowest quartile in ELA from 2025-2026.

Action Step #3

Tier 1 Instruction for ELA Curriculum & Pacing Guides/Common Assessments

Person Monitoring:

Nadia Colin

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1st Grade teachers and 4th/5th Grade ELA content area teachers will work with administration, literacy coaches, and/or other individuals on implementing the HMH curriculum, following the district provided pacing guide, and administering common assessments. This will help us review data and gauge our instruction in comparison to other schools in our district and review our data to ensure students are provided strong Tier 1 Instruction while ensuring students are able to achieve a learning gain.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on classroom observations and schoolwide data, our students and teachers consistently perform very well in comparison to other schools in the district and state. We have phenomenal educators in our building. However, we want to continue to increase achievement in all areas by increasing student engagement and more collaboration in the classroom among students to help them have success in the future through Student Led Academic Teaming.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2025-2026, less than 50% of teachers were regularly incorporating student led academic teaming (SLAT) tasks and activities in their classroom on a regular basis. In 2026-2027, our goal is for 75% of teachers to be trained in Student Led Academic teams and incorporate these tasks/activities in at least one subject area on a regular basis to increase student engagement in the classroom.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

We will monitor student engagement and the use of student led academic teaming activities by conducting rigor walks, look and learns, and classroom observations. We will provide feedback and coaching to teachers during these times to increase effectiveness of this strategy and increase engagement in all classrooms.

Person responsible for monitoring outcome

Nadia Colin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will implement the four "Cs" during instruction and/or during Student Led Academic teaming activities.

Rationale:

When students talk with one another in a structured discussion, they practice the "4 C's" skills of education: critical thinking, communication, collaboration, and creativity. By practicing the 4 Cs, students will be more engaged and have ownership of their learning. Students that are able to explain concepts or skills to one another have a stronger level of mastery and less recall than a student who is unable to articulate a specific skill, information, and/or strategy.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Rigor Walks & Look and Learns

Person Monitoring:

Nadia Colin

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Rigor walks and look and learns will be conducted weekly in classrooms. Administration will identify areas of strengths, areas of improvement, and model the continuous coaching cycle to improve engagement and achievement in the classroom.

Action Step #2

Professional Learning

Person Monitoring:

Nadia Colin

By When/Frequency:

As needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will participate in professional learning as it relates to Student Led Academic Teams, interdependent tasks, student engagement, and/or the Four Cs to increase engagement and student ownership in the classroom.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our school has experienced change in both leadership and staff in the past several years. Our goal is to recruit and retain highly effective teachers and administrators to help support, guide, and grow our teachers and students at Gulf Breeze Elementary. We want to provide consistency, transparency, and actionable feedback to support student growth while supporting our teachers. We want families to trust us and understand that our staff is loyal to the Gulf Breeze community and our students/families.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

For 2025-2026, our teacher retention rate was 91%. Our goal for 2026-2027 is to retain 95% of teachers from the 2026-2027 school year to the 2027-2028 school year. Additionally, the school has had 3 principals in the past 5 years and will now have a new (3rd) assistant principal in the past 5 years. Our goal is to have 100% retention for our principal and assistant principal to ensure the daily operations, instructional leadership, and schoolwide support is consistent and ongoing.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This focus area will be monitored through teacher feedback surveys, 1:1 teacher meetings, and informal observations. We will work to ensure teachers feel supported, valued, and given resources needed to teach their students. We will provide ongoing morale boosters to ensure the culture/climate of our school is one where teachers feel part of a family, respected, and valuable.

Person responsible for monitoring outcome

Nadia Colin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will continue to work make Gulf Breeze Elementary teaching positions more attractive, especially to diverse candidates. We will utilize innovative high-retention pathways into teaching. We will work to support and improve teaching and learning conditions.

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teacher Surveys

Person Monitoring:

Nadia Colin

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Administration will provide an anonymous survey in which teachers are able to provide feedback about what is going well and what could improve. Administration will use the data from these surveys to continue to improve teaching conditions and strengthen leadership skills to support all teachers.

Action Step #2

Onboarding

Person Monitoring:

Nadia Colin

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

New teachers to Gulf Breeze Elementary will attend a New to GBE breakfast and collaboration day prior to the beginning of the school year to become acquainted with one another, learn policies and procedures, ask questions, etc. The breakfast will also include a campus tour, mentor assignment, and information about the handbook. After the year begins, teachers will attend monthly TIP Meetings with the Teacher Induction Program. This is a time to have supportive conversations and discuss needs of new teachers. Administration will check in on new teachers in 1:1 meetings as well.

Area of Focus #2

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00