S. S. Dixon Primary School

2021-22 Schoolwide Improvement Plan

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S. S. Dixon Primary School

4560 PACE PATRIOT BLVD, Pace, FL 32571

http://www.santarosa.k12.fl.us/schools/ssdp/

Demographics

Principal: Barbara Scott

Start Date for this Principal: 7/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

S.S Dixon Primary School is dedicated to setting high academic expectations for all students by providing an engaging environment that meets the needs of all learners. Students will receive an educational experience that is positive, safe, and academically driven to allow students to reach their full potential. At S.S. Dixon Primary School, student centered learning is the primary focus.

Provide the school's vision statement.

S.S. Dixon Primary strives to ensure that students are provided a safe and enriched learning environment. The school promotes an atmosphere in which students develop a desire to learn that will instill a foundation of life long learning. Students, parents, faculty, staff, and community will work together in a positive, respectful, and cooperative manner.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Scott, Barbara	Principal	1. Manage and administer the overall instructional program at the assigned school. 2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. 3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. 4. Manage and administer the accreditation program for the assigned school. 5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. 6. Participate, as requested, in the development of District guides related to instruction and personnel. 7. Participate, as requested, in the development and adoption of the District's assessment program. 8. Manage and administer the assessment program for the school. 9. Manage and supervise the wise use of personnel resources. 10. Manage, supervise, and evaluate personnel. 11. Manage the implementation and administration of negotiated employee contracts at the school level. 12. Manage and administer the development of long and short range instructional and facility needs. 13. Coordinate facility and support service requirements with appropriate district offices. 14. Coordinate and supervise the transportation services at the assigned school. 15. Manage the discipline of students on buses, including statutory provisions for suspension. 16. Maintain a high visibility within all areas of the facility. 17. Establish guidelines for proper student conduct and effective disciplinary procedures and policies. 18. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. 19. Manage and supervise the function of financial planning for the school, including the preparation of the

Name	Title	Job Duties and Responsibilities
		school's budget. 20. Manage and supervise, through wise use, the financial resources of the school. 21. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. 22. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. 23. Manage and administer the preparation of financial reports for the school. 24. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. 25. Manage and administer through statute and District guidelines, the school food service program. 26. Develop and maintain positive school/ community relations and act as liaison between the two. 27. Be proactive in decisions relating to school and community well-being. 28. Use effective positive interpersonal communication skills. 29. Actively participate in the recruitment of business partnership to benefit the school community. 30. Assign and supervise special tasks to school personnel. 31. Assign to teachers such responsibility and authority for student control as deemed appropriate. 32. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
Lawson, Cathy	Assistant Principal	1. Coordinate all aspects of elementary curriculum. 2. Coordinate faculty, year level and individual teacher's planning, as assigned. 3. Assist teachers in interpreting and implementing the District's

Name	Title	Job Duties and Responsibilities
		curriculum. 4. Coordinate, as assigned, research related to curriculum development. 5. Recommend curriculum adjustments to meet the special learning needs of individual children. 6. Assist teachers in organizing classrooms for effective learning. 7. Implement and schedule the standardized testing program when assigned. 8. Establish and maintain a system of school-wide textbook accountability. 9. Schedule and plan in-service programs and prepare required reports. 10. Work with the media specialist in adapting and improving the use of media in the school. 11. Participate in proposed and on-going curriculum development projects. 12. Serve, at the direction of the Principal, as advisor and special consultant to probationary employees. 13. Coordinate the grade placement and grouping of children. 14. Assist the Principal in planning and carrying out staff and parent curriculum meetings. 15. Serve as the administrative representative on the school's Integrated Services Team. 16. Complete special assignments assigned by the Principal. 17. Assume building supervisory responsibility in the absence of the Principal. 18. Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline. 19. Assist in the supervision of all school activities and programs. 20. Supervise students in order to maintain a safe and orderly environment. 21. Assist the Principal in planning and

Name	Title	Job Duties and Responsibilities
		implementing the school improvement program. 22. Assist the Principal and other staff in maintaining a clean and safe school plant. 23. Assist in the selection, supervision and evaluation of all school personnel. 24. Prepare such records and reports as the Principal may assign. 25. Perform other incidental tasks consistent with the goals and objectives of this position.
Price, Stacey	Guidance Counselor	1. Provides small group developmental guidance activities to all students. 2. Provides personal/social, behavioral, and/or academic counseling to all students. 3. Provides assistance in the screening, referral, identification and placement of students with special needs. 4. Provides assistance to parents of all students. 5. Provides appropriate consultation and staff development to school personnel and/or parents/community as needed. 6. Provides information regarding community service opportunities 7. Provides training on mandatory abuse reporting 8. Coordinates school-wide assemblies and presentations 9. Counsels students who are experiencing attendance difficulties. 10. Screens and interprets test results to parents, students, and other school staff. 11. Testing and Assessment school site coordinator for FLKRS, STAR and OLSAT 12. Assists students and families in need with providing basic care through referrals to appropriate resources. 13. Provides orientation for all incoming and new students. 14. Counsels students in developing peer relationships, decision making skills, and conflict resolution (character education). 15. Identifies and refers students as needed to appropriate agencies (i.e. CDAC, MFLAC, etc.).

Name	Title	Job Duties and Responsibilities
		16. Continually enhances the overall guidance program through in-service opportunities. 17. Evaluates the overall guidance program on a continuing basis. 18. Provides assistance and information to faculty, students and parents in regard to PBIS. 19. Assists in the orientation of new faculty/staff members. 20. Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor. 21. Coordinates MTSS meetings with parents and staff and maintains minutes during 22. Coordinates the proper maintenance, transfer, and acquisition of students' records as required. 23. Attends and participates in faculty meetings. 24.Coordinates all award presentations. 25. Coordinates perfect attendance recognition and truancy issue follow ups 26. Contributes to the MTSS Team meetings. 27. Establishes and maintains cooperative relations with students, faculty, staff and parents. 28. Assumes the responsibility to maintain a valid Florida teachers' certificate. 29. Provides own method of transportation to various locations when required. 30. Performs other tasks and responsibilities as assigned by the Principal.
Lindsey, Carrie	Instructional Coach	1. Provides supplemental small group differentiated literacy intervention for students in grades K-2 who demonstrate a substantial deficit in reading. At the locations and times designated not to exceed 180 minutes/day. If required to work at more than one location, must provide reasonable means of transportation. 2. Coordinates literacy intervention programs and activities designed to meet the needs of all students assigned in grades K-2. 3. Collect and analyze data for reading intervention groups. 4. Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers,

Name	Title	Job Duties and Responsibilities	
			and community-based family partners. 5. Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families. 6. Provides information, training, and support for families and educators. 7. Provides small group instruction using individualized learning resources and manipulatives for students. 8. Assists with activities related to literacy/ language arts assessment of students. 9. Collaborates with all other professional literacy and support personnel in the delivery of multi-system support for teachers and students. 10. Provide and collaborate with teachers on the "Read at Home" plans for Tier III students. 11. Monitor student progress towards achieving instructional objectives and goals on their Intervention Plans or IEPs through the MTSS process. 12. Prepares 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. 13. Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. 14. Counsels 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. 15. Monitors 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. 16. Reports 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

Name	Title	Job Duties and Responsibilities	
			positive learning environment and adhering to state law and board policies.
Kelly, Lauren	Math Coach		1. Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. 2. Prepare and deliver focused math intervention instruction in a small group setting to Tier II and Tier III students. 3. Participate, as a member of the MTSS Team, in RTI meetings to develop academic strategies and interventions for struggling students. Provides small group instruction using individualized manipulatives (due to COVID-19). 4. Provide Professional Development to teachers in the area of Small Group Math Instruction. 5. Collaborate with the assigned classroom teacher(s) for instructional planning and delivery. 6. Support classroom teachers in implementing intervention plans, as well as monitoring student progress. 7. Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. 8. Monitor and maintain accurate data on student achievement, articulating the progress and success of each student in the Math intervention program. 9. Review and interpret assessment data to drive instruction and make accurate instructional decisions that address students' strengths and weaknesses. 10. Monitor student progress towards achieving instructional objectives and goals on their Intervention Plans or IEPs through the MTSS process. 11. Prepare and deliver focused math intervention instruction in a small group setting to students. 12. Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes,

Name	Title	Job Duties and Responsibilities
		attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. 13. Meets and instructs 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. 14. Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. 15. Counsels 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. 16. Monitors 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. 17. Reports 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.

Demographic Information

Principal start date
Thursday 7/16/2020, Barbara Scott

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

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

Total number of teacher positions allocated to the school
57

Total number of students enrolled at the school

679

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

7

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	221	197	261	0	0	0	0	0	0	0	0	0	0	679
Attendance below 90 percent	43	24	24	0	0	0	0	0	0	0	0	0	0	91
One or more suspensions	2	0	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	234	226	245	1	0	0	0	0	0	0	0	0	0	706
Attendance below 90 percent	9	5	5	0	0	0	0	0	0	0	0	0	0	19
One or more suspensions	0	3	2	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	234	226	245	1	0	0	0	0	0	0	0	0	0	706
Attendance below 90 percent	9	5	5	0	0	0	0	0	0	0	0	0	0	19
One or more suspensions	0	3	2	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in Math	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools include Renaissance STAR Early Literacy, STAR Reading, STAR Math.
Kindergarten is STAR Early Literacy (SEL)
First grade is SEL, STAR Reading and STAR Math
Second is STAR Reading and STAR Math

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	227/67%	242/79%	241/81%
	Economically Disadvantaged	53/57%	56/64%	57/75%
	Students With Disabilities	29/45%	35/51%	35/63%
	English Language Learners	2/50%	3/33%	3/100%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	225/81%	243/89%	241/94%
	Economically Disadvantaged	54/74%	56/86%	57/90%
	Students With Disabilities	30/63%	35/63%	35/77%
	English Language Learners	2/50%	3/67%	3/100%

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	100/61%	116/69%	0
	Economically Disadvantaged	26/46%	20/55%	0
	Students With Disabilities	10/40%	10/50%	0
	English Language Learners	1/0%	1/0%	0
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	249/58%	262/78%	266/87%
	Economically Disadvantaged	73/43%	81/67%	85/80%
	Students With Disabilities	50/46%	50/68%	52/83%
	English Language Learners	1/0%	1/100%	1/100%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	437
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

S.S. Dixon Primary's lowest performance data component is our Students with Disabilities as reflected with 34% Federal Index. One contributing factor is more rigorous state standards. The most conducive classrooms must be provided to ensure students with disabilities' learning success. Best teaching strategies and research based resources need to be implemented to ensure we are meeting the diverse needs of our Students with Disabilities. Another trend that factors in is the increased numbers of students enrolling with disabilities. During the 2017-2018 school year, our enrollment indicated we had 136 Students with Disabilities. During the 2018-2019 school year this number increased to 166 Students with Disabilities. Another trend is the percentage of absences of our Students with Disabilities. The data reflects 160/166 students had absences during the 2018-2019 school year.

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

Our first grade math data has shown a slight decline for the past three school years. Our proficiency level for the 2016-2017 school year was 95%. SSDP percentage fell to 92% during the 2017-2018 school year and it dropped to 89% during the 2018-2019 school year. One factor contributing to this decline could be the administration of different state assessment tool for the past three years. We are re-evaluating our math core curriculum and are revisiting best math teaching practices. We have also adopted a new math series and will be providing professional development on the new series and on small group instruction for core math curriculum.

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

No gaps were noted compared to state averages.

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

Our math proficiency showed the most improvement. Our school has focused on collaboration and problem solving with our STEAM initiative. Our math proficiency level for the 2016-2017 school year was 91%, Math proficiency fell to 90% during the 2017-2018 school year and it increased to 92% during the 2018-2019 school year, in the 2019-2020 school year students were working remotely towards the end of the school year due to COVID. In 2019-2020 the scores fell to 70.9%. In the 2020-2021 school year, the score jumped up to 87.3%.

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

The contributing factors to improvement are restructuring our Early Intervention Program (EIP), implementing a Math Intervention Program (MIP) which focused on students who scored in the 25th percentile and lower on the STAR Math assessment, and implementing project based learning for math which targeted students who scored in the 98th percentile and up on the STAR Math assessment.

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

We will implement Saxon Math along with "Do the Math" Curriculum to target students who scored in the 25% and lower.

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

Our math interventionist will attend the "Do the Math" curriculum training scheduled for September 17, 2021 which will assist in remediating the 55 students who scored in the 25th percentile or lower. Our math interventionist will also provide professional development on how to implement small group math in the classroom. The AIS and MIP will provide teachers will step by step instructions on how to input data to track student progress.

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

Continuous monitoring of STAR Math scores of students who scored in the 25th percentile or lower. The math interventions

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Multi-Tiered System of Supports (MTSS)	
Area of Focus Description and Rationale:	S.S. Dixon Primary will implement with fidelity the Multi-Tiered System of Supports (MTSS) to provide explicit, deliberate instruction in intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. Students with disabilities will be an additional subgroup that will be targeted.
Measureable Outcome:	S.S. Dixon Primary will increase levels of proficiency in Mathematics and ELA in grades K-2 as measured by STAR Early Literacy/STAR Test A and Test D. Increase first grade math proficiency to 90% or higher. Increase second grade math proficiency to 93% or higher. Increase kindergarten ELA proficiency to 80% or higher. Increase first grade ELA proficiency to 88% or higher. Increase second grade ELA proficiency to 83% or higher.
Monitoring:	The MTSS team and classroom teacher will monitor through the PMP, student intervention data. Data collection of tier 2 students will be submitted every other week for a minimum of eight weeks to conclude whether or not intervention is impacting student learning. Tier 3 student data will be submitted weekly for a minimum of nine weeks to determine whether or not the intervention is impacting student learning.
Person responsible for monitoring outcome:	Barbara Scott (scottb@santarosa.k12.fl.us)
Evidence-based Strategy:	S.S. Dixon Primary has scheduled monthly MTSS meetings to include the MTSS team, teachers, parents, and any additional support staff that may work closely with the student. The MTSS team will provide a continuous improvement framework in which data-driven problem solving and decision making is practiced to impact student learning and success. The MTSS team will recommend research-based strategies to meet the unique behavior and academic needs of the student. One of these strategies is for students struggling in reading to receive support through the Early Intervention Program, ESSER interventionists, and reading endorsed teachers. The Early Intervention Program master schedule will be strategically created to support the needs of our tier 3 and tier 2 students. S. S. Dixon Primary's Behavior Coach attends MTSS behavior meetings and provides additional research-based intervention strategies designed to improve student behavior and not impede student learning.
Rationale for Evidence-based Strategy:	MTSS is a systemic, continuous framework that provides targeted support to struggling students. The rationale for selecting this strategy is that collecting and analyzing academic and behavioral data will positively impact student learning and achievement. The resources and evidence used include STAR Early Literacy/Reading/Math, Early Intervention Class-at -a-Glance Student Data Sheets, HMH Common Assessment Modules, classroom grades, and behavioral point sheets. Research support that RtI/MTS improves student achievment.--http://www.rtinetwork.org/learn/research
Action Steps to Implement	

1. MTSS Team District Training and the MTSS Process
2. Scheduled monthly MTSS meetings
3. Ensure research based resources and curriculum positively impacts student learning and provides students with on grade level rigorous instruction
4. Parent invitation letters
5. Detailed data graphs to assist in analyzing student data when making team decisions
6. Utilizing the MTSS decision tree when making team decisions.

Person Responsible   Barbara Scott (scottb@santarosa.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	S.S Dixon Primary (SSDP) fell below the federal threshold of 41% in the Students with Disabilities (SWD) subgroup. This area was identified as an area of critical need with a proficiency percentage of 34%. For the 2021/2022 school year, we will focus on how to increase and identify areas where these students need direct instruction to increase their proficiency. With available resources such as the Academic Intervention Specialist, Math Interventionist, ESSER Interventionists, ESE teachers, and specific researched-based strategies, S.S. Dixon Primary will assist in addressing specific student learning goals.
Measureable Outcome:	S.S. Dixon Primary will increase the proficiency level of our Students with Disabilities subgroup by a minimum of 7 percentage points to meet the Federal Index of 41% or above. We will monitor the progress of students in this subgroup during 1 Degree/Data Meetings" and provide targeted instruction to close academic gaps by meeting individual needs. Through the support of the Multi-Tiered Support System (MTSS), these students will be monitored and compared to their peer group to ensure a successful trend line.
Monitoring:	This area of focus will be monitored through MTSS, STAR reports, Class at-a-Glance data, classroom observations, running records and classroom grades,
Person responsible for monitoring outcome:	Barbara Scott (scottb@santarosa.k12.fl.us)
Evidence-based Strategy:	Approximately, 25 of our teachers are reading endorsed, with an additional 6 teachers working to obtain their Reading Endorsement through completion of the LETRS program. LETRS is a professional development program that bridges deep, meaningful research into practical classroom success. LETRS provides educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student. Every concept and skill taught in the LETRS program is solidly based in scientific research about how reading and language acquisition work. All four of our inclusion teachers are reading endorsed, and they provide explicit instruction to our SWDs using research- based strategies. Teachers also employ Lively Letters, Heggerty, 95% Group, and SIPP curriculum.
Rationale for Evidence-based Strategy:	The rational for selecting this strategy is to focus on increasing the success of Students with Disabilities and increasing the 34% to 41% or higher. We will focus on closely monitoring interventions in place to determine if they are effective. If strategies are ineffective, we will change the intervention to meet the students needs.--https://www.voyagersopris.com/docs/default-source/professional-development/letrs/letrs_research_summary_8-31-18.pdf

Action Steps to Implement

1. MTSS Team District Training and the MTSS Process
2. Scheduled monthly MTSS meetings
3. Ensure research based resources and curriculum positively impacts student learning and provides students with on grade level rigorous instruction
4. Parent invitation letters
5. Detailed data graphs to better assist in analyzing student data in making team decisions

Person Responsible Barbara Scott (scottb@santarosa.k12.fl.us)

#3. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	During the 2020-2021 109 students with 90% or below attendance rate. 45 kindergarten students, 35 first grade students, and 29 second grade students had an attendance rate below 90% (109 total students). S.S. Dixon Primary understands the impact of communication and attendance on a students' academic success. The "Truancy Monitor" and "At-Risk" report identifies students with attendance concerns.
Measureable Outcome:	S.S. Dixon Primary's goal is to target improved communication relating to attendance expectations and excused absences. Our goal is to maintain or improve an overall attendance rate of 90% as reflected in our attendance data.
Monitoring:	Focus platform and attendance reporting
Person responsible for monitoring outcome:	Stacey Price (prices@santarosa.k12.fl.us)
Evidence-based Strategy:	The school will utilize an Early Warning System to identify students struggling with attendance and communicate with parents prior to student becoming truant.--http://www.baltimore-berc.org/pdfs/SixthGradeEWIFullReport.pdf. Parents will be educated on the district level attendance policies and S.S. Dixon Primary will provide school attendance incentives. Parents will receive information that communicates the impact poor attendance has on student success and graduation rate. Teachers will emphasize the importance of good attendance sharing information regarding this subject in newsletters, classroom social media, and parent conferences. Attendance will be closely monitored by the School Counselor and the Guidance Assessment Assistant. Student and parent incentives will be implemented to bring awareness to attendance patterns and encourage good attendance. ITV will have segments promoting good attendance, relaying the benefits of good school attendance, and providing recognition to those students attending everyday. School literature, newsletters and website will emphasize the rewards of good attendance and how it positively impacts student learning.
Rationale for Evidence-based Strategy:	S.S. Dixon Primary teachers can only impact student learning success if students are present at school. Many studies show that a strong home-to-school connection and support is the best way to improve student attendance. S.S. Dixon Primary attendance data for the 2019-20 school year reflects 47 student's with an attendance rate below 90% and 151 students with 5 or more unexcused absences. With the current Covid 19 pandemic, we are going to increase communication and make our 2020-21 measurable goal to be 100 or less students with 5 or more unexcused absences. That is an overall decrease of 30% for students with no communication and explanation of non-attendance. The resources/criteria used will be daily attendance reports, daily attendance, and monthly scheduled Multi-tiered System of Support (MTSS). Attendance will be monitored through the district level student services data system (Focus).

Action Steps to Implement

1. Distribute attendance information and district policy to parents at the beginning of the year. Throughout the school year, parents will be provided continuous attendance information about the importance of student attendance and how it impacts student

learning, This can be delivered in School Advisory Council meetings, PTO meetings, classroom and school newsletters, conferences, Facebook, and school call outs.

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

2. Daily monitoring of student attendance. The guidance counselor and data entry person communicate closely with one another to monitor chronic absenteeism. If students' families are experiencing hardships, the school can assist to provide support or resources if necessary. In extreme cases, student will be placed on a truancy plan to create a more intense attendance intervention. Teachers will also be proactive with students that are not in attendance. Teachers will have the first contact with parents to ensure student is indeed absent from school due to illness. Teachers will communicate with School Counselor working as a team to ensure student success.

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

3. Attendance Multi-Tiered System of Support (MTSS) is designed to work closely with parents to assist with student attendance. Attendance MTSS meetings can be scheduled whenever there is concern. The school will follow the steps of the Truancy Monitoring Plan (i.e. letter sent, attendance improvement discussion, conferences/counseling, truancy meeting, truancy court) for students with attendance concerns.

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

4. S.S. Dixon Primary's attendance incentive program is coordinated by the Guidance Department. The perfect attendance program provides monthly incentives for students who have not missed a day of school. Students will earn horseshoe bucks as part of the overall school PBIS program.

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

5. The "At-Risk" report will be closely monitored for students that are also reflecting poor attendance.

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

6. Family Resource Center providing resources and vital information regarding the importance of student attendance.

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

Additional Schoolwide Improvement Priorities

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

According to SafeSchoolsforAlex.org, when compared to all elementary schools statewide, S.S. Dixon
Primary School falls into the very low category. Data shows that S.S. Dixon Primary School ranked #1 out of 1,395 Elementary Schools statewide and ranked #1 out of 9 Elementary schools in the county.

Our primary area of concern is Tier 1 classroom management. There is a large percentage of students who have never been in school or who have been out of school for 1.5 years due to the pandemic. These students struggle with basic classroom routines and procedures. Our secondary area of concern is the Mental health of our student population. Emotions are higher than usual due to trauma experienced while being at home during the pandemic.

SSDP participates in the Positive Behavioral Interventions and Supports (PBIS). School wide expectations are posted and reinforced to all students. Success is celebrated in many areas including class of the month, bus of the month, perfect attendance and non-instructional employee of the month. Horseshoe bucks are used as a reinforcer for students following the school wide expectations. This includes a lunch program where students can earn points based on behaviors and student success is monitored. At the end of each quarter, students are rewarded based on the number of points earned. Music Enrichment at Lunch is also implemented during lunch to support the school's positive behavior efforts. Data is tracked for each classroom. SSDP also uses discipline referral data tracked by ADMIN, the behavioral coach and Guidance to monitor student behavior and discipline. Horseshoe bucks are given to students who follow TROT expectations.

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

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

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

S S Dixon Primary participates in PBIS. Schoolwide expectations are positively promoted with the use of "horseshoe bucks" awarded when students are meeting and exceeding the TROT expectations. TROT posters can be found throughout the school building in main areas, inside classrooms and outside the building at the entrance and PE field. Reminders of the schoolwide expectations are mentioned daily on the morning show. As part of our school-wide PBIS program, teachers, non-instructional staff and bus drivers are recognized for excellence monthly. Each Wednesday, staff shout-outs are emailed to recognize and celebrate one another for being outstanding and helping someone out. Local stakeholders donate products and services to school improvement like renovating the staff lounge or specific Christmas gifts for needy families. Our staff end of the year celebration included donations for door prizes to conclude the end of the school year.

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

S.S. Dixon Primary is very intentional about building relationships with our community and families. Our stakeholders play a vital role in our school's success and in promoting a positive culture and environment.
At the beginning of the school year, all students will attend a "Meet the Teacher/Title 1 Meeting" event scheduled in small groups by appointment. During the first two weeks of school, teachers will conduct orientation with parents to discuss the following: district policies, attendance, school procedures, grade level curriculum, academic expectations, available online resources to assist with student learning, Parent/Student/Teacher Compact, and emphasize the importance of being involved in their child's education. We are building relationships through MTSS which allows parent involvement in the decision making of student learning. PTO plays a vital role in promoting a positive culture and environment as well. The PTO provides snacks, breakfast and lunch for teachers and staff. They are the catalyst for Teacher Appreciation Week as well as school staff. The committee designs and creates a school t-shirt each year which provides opportunity for unity, school pride and school spirit. PTO also sets up back to school activities such as the Boo Hoo breakfast. This year, Publix provided and set up the breakfast for our annual event. Last year, Lowes partnered with Alyssa's to create a more inviting lounge for our teachers. They now have a beautiful sitting space to enjoy their lunch. Additional parent and community involvement include STEAM Day, Literacy Night, S.S. Dixon Fun Run, SAC, Annual Title 1 Meeting, PTO Meetings, academic and behavior MTSS meetings, parent conferences, social media, newsletters, and school call outs. SSDP also has a Sunshine Committee, recognition of staff birthdays and Bus of the month.

To connect home and school in a positive way, SSDP has a PBIS Positive Postcard that is mailed to parents sharing positive behaviors displayed by our students. Kindergarten conferences is another way SSDP connects home and school in a positive way. Each year, Kindergarten holds mandatory conferences with parents to discuss student progress. Additionally, our kindergarten teachers make one positive phone call to parents to share the great accomplishments and achievements of their child. Another way that S.S. Dixon Primary builds relationships with parents and the community is by providing opportunities to share ideas and give input to our school improvement. During our annual Title 1 meeting, parents and community partners participated in an activity in-which participants were divided into small groups and collaborated about various topics considered
for the School Improvement Plan, the Parent Compact, ideas for parent engagement activities, and additional items parents would like to continue or change.

Lastly, our Guidance Department promotes positive culture within our school and community.

Our guidance counselor wrote for and received a PBIS Kindness grant in the amount of $7,000. The goal is to promote kindness. Every staff member received a book entitled, "Radical Kindness." The month of September, Teachers and staff can join our Facebook group (SSDP Staff Radical Kindness Book Study) to participate in the staff Book Study- working on ourselves first to promote kindness internally-preparing our hearts and minds to lead by example. In December, teachers and staff will complete the book and sign the pact for the grant funds. Every participant will receive $50 to be spent towards incentives and promoting Kindness with students. The week of January 24th - 28th will be our Kindness Kick Off. Students will paint kindness rocks in Art and do a kindness lesson in their classrooms.