

Walton County School District

Seaside Neighborhood School



2021-22 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 9 |
| Planning for Improvement | 20 |
| Positive Culture & Environment | 24 |
| Budget to Support Goals | 25 |

Seaside Neighborhood School

10 SMOLIAN CIRCLE, Santa Rosa Beach, FL 32459

<http://www.seasideschool.net/>

Demographics

Principal: Drew Ward

Start Date for this Principal: 7/19/2021

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | High School 5-12 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 7% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities Asian Students Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (86%) 2017-18: A (86%) 2016-17: A (82%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northwest |
| Regional Executive Director | Rachel Heide |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Walton County School Board on 10/5/2021.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 6 |
| Needs Assessment | 9 |
| Planning for Improvement | 20 |
| Title I Requirements | 0 |
| Budget to Support Goals | 25 |

Seaside Neighborhood School

10 SMOLIAN CIRCLE, Santa Rosa Beach, FL 32459

<http://www.seasideschool.net/>

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| High School 5-12 | No | 7% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | Yes | 13% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | A |

School Board Approval

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

We seek to sustain an educational community where an emphasis on academic excellence is complemented by our concern for each learner's personal growth and intellectual, aesthetic, and psychological development. The curriculum is developmentally responsive – actively engaging students in learning skills in context, integrative – directing students to connect learning to daily lives, and exploratory – enabling students to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

Provide the school's vision statement.

The vision of Seaside School is to maintain a small school with faculty knowledgeable about each student's abilities and challenges so that they can offer increased support to each student to meet those challenges and increase their skills to perform successfully in all academic areas.

School Leadership Team

Membership

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

| Name | Position Title | Job Duties and Responsibilities |
|----------------|------------------------------------|---------------------------------|
| O'Prey, Scott | Head of Schools | |
| Mixson, Kim | 5-8 Principal | |
| Robbins, Joy | Curriculum, Culture, and Community | |
| Caylor, Ashley | middle school | |
| Creter, Stacey | 9-12 | |
| Atlas, Lori | 9-12 Student support | |
| Ward, Drew | | |

Demographic Information

Principal start date

Monday 7/19/2021, Drew Ward

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.*

3

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.*

8

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

379

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

3

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

3

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|----|----|----|----|----|----|----|----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 49 | 46 | 46 | 44 | 39 | 42 | 54 | 59 | 379 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 4 | 1 | 1 | 5 | 0 | 0 | 13 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4 | 1 | 1 | 3 | 0 | 0 | 12 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 1 | 5 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 0 | 0 | 2 | 1 | 5 | 12 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 1 | 2 | 0 | 0 | 2 | 0 | 7 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 5 | |
| 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 | 3 | 1 | 3 | 1 | 0 | 2 | 0 | 1 | 11 | |

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

Tuesday 5/25/2021

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 | 0 | 0 | 0 | 0 | 0 | 47 | 47 | 47 | 43 | 37 | 46 | 59 | 48 | 374 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 | 2 | 0 | 0 | 8 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 4 | 0 | 0 | 0 | 6 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 6 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |

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 | 1 | 0 | 0 | 0 | 1 |

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 | 0 | 0 | 0 | 0 | 0 | 47 | 47 | 47 | 43 | 37 | 46 | 59 | 48 | 374 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 3 | 2 | 0 | 0 | 8 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 4 | 0 | 0 | 0 | 6 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 | 0 | 0 | 0 | 0 | 6 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |

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 | 1 | 0 | 0 | 0 | 1 |

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).

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 90% | 62% | 56% | 90% | 59% | 56% |
| ELA Learning Gains | | | | 65% | 57% | 51% | 70% | 51% | 53% |
| ELA Lowest 25th Percentile | | | | 68% | 46% | 42% | 71% | 41% | 44% |
| Math Achievement | | | | 98% | 69% | 51% | 99% | 74% | 51% |
| Math Learning Gains | | | | 89% | 58% | 48% | 86% | 62% | 48% |
| Math Lowest 25th Percentile | | | | 82% | 57% | 45% | 91% | 58% | 45% |
| Science Achievement | | | | 89% | 83% | 68% | 93% | 79% | 67% |
| Social Studies Achievement | | | | 99% | 81% | 73% | 93% | 82% | 71% |

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 |
| 05 | 2021 | | | | | |
| | 2019 | 96% | 64% | 32% | 56% | 40% |
| Cohort Comparison | | | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 89% | 55% | 34% | 54% | 35% |
| Cohort Comparison | | -96% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 88% | 64% | 24% | 52% | 36% |
| Cohort Comparison | | -89% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 83% | 60% | 23% | 56% | 27% |
| Cohort Comparison | | -88% | | | | |
| 09 | 2021 | | | | | |
| | 2019 | 84% | 64% | 20% | 55% | 29% |
| Cohort Comparison | | -83% | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 98% | 59% | 39% | 53% | 45% |
| Cohort Comparison | | -84% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 98% | 55% | 43% | 60% | 38% |
| Cohort Comparison | | | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 98% | 60% | 38% | 55% | 43% |
| Cohort Comparison | | -98% | | | | |
| 07 | 2021 | | | | | |
| | 2019 | 100% | 62% | 38% | 54% | 46% |
| Cohort Comparison | | -98% | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 95% | 63% | 32% | 46% | 49% |
| Cohort Comparison | | -100% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 87% | 61% | 26% | 53% | 34% |
| Cohort Comparison | | | | | | |
| 08 | 2021 | | | | | |
| | 2019 | 83% | 58% | 25% | 48% | 35% |
| Cohort Comparison | | -87% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 100% | 82% | 18% | 71% | 29% |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 98% | 77% | 21% | 70% | 28% |

| ALGEBRA EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 98% | 72% | 26% | 61% | 37% |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

English Language Arts and Mathematics use STAR data for progress monitoring.
All other subject areas use teacher created standards based assessments to monitor progress.

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 66 | 69 | 69 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 76 | 85 | 91 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 80 | 80.3 | 84 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | | | | |

| Grade 6 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 70 | 66 | 64 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 82 | 87 | 89 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| Grade 7 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 55 | 56 | 53 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 68 | 75 | 76 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Civics | All Students | 26 | 70 | 93 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 8 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 74 | 77 | 86 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 75 | 86 | 87 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 69 | 79 | 88 |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 9 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 66 | 65 | 67 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 73 | 82 | 74 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 10 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 61 | 67 | 62 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 85 | 78 | 81 |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 11 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 12 | | | | |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged Students With Disabilities English Language Learners | | | |

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 |
| SWD | 50 | 55 | 50 | 50 | 64 | | 20 | | | | |
| HSP | 92 | 82 | | | | | | | | | |
| WHT | 89 | 65 | 65 | 95 | 89 | 85 | 86 | 92 | 53 | 100 | 100 |
| FRL | 94 | 76 | | 100 | 93 | | 90 | | | | |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 18 | 27 | 30 | 77 | 54 | 55 | | | | | |
| HSP | 82 | 60 | | | | | | | | | |
| MUL | 80 | | | | | | | | | | |
| WHT | 90 | 65 | 67 | 98 | 89 | 80 | 89 | 100 | 78 | 100 | 100 |
| FRL | 100 | 91 | | 100 | 92 | | 91 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 38 | 58 | 64 | 93 | 77 | 80 | | | | | |
| WHT | 90 | 71 | 71 | 99 | 86 | 94 | 94 | 92 | 51 | 100 | 100 |
| FRL | 100 | 69 | | 100 | 93 | | 100 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 84 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 921 |
| Total Components for the Federal Index | 11 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 48 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| 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% | |

| 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% | |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 87 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| 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% | |
| White Students | |
| Federal Index - White Students | 84 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 91 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

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?

Across grade levels, subgroups, and content areas our students are performing at or above grade level.

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

The greatest need for improvement in in the area of English Language Arts.

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

Historically our ELA scores have been lower than our mathematics scores.

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

We showed the most improvement in Math scores.

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

Our teachers worked focused on standards-based instruction.

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

The focus of our PLC and teacher lessons is a transition from student objectives to learning targets.

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.

This year's PLC is focused on Learning Targets.

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

N/A

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development**Area of Focus**

Description Clarify roles and responsibilities of staff and BOD members for clarity to stakeholders.

and Rationale:

Measurable Outcome:

Create and publish an organizational chart.
 Update and share digitally and to the website a current Employee Handbook.
 Update website website. To include
 roles and responsibilities of staff members (remove bio?)
 Human resources page
 Streamline and simplify information
 Include school-wide calendar
 Revise job descriptions and job postings.

Monitoring:

These goals will be monitored by staff and school leadership (BOD and Administration) on a monthly basis at committee and staff meetings.

Person responsible for monitoring outcome:

Scott O'Prey (opreys@seasideschools.net)

Evidence-based Strategy:

Per the a study conducted by Center for "Applied Research and Educational Improvement," titled "How Leadership Influence Student Learning", "Leadership is second only to teaching among in-school influences on student success, and its impact is greatest in schools with the greatest needs, according to this landmark examination of the evidence on school leadership."

Rationale for Evidence-based Strategy:

As a small charter school our governance, leadership, and operations effects every aspect of our day. As we have grown over the years we have needed to turn our attention to how our school leadership has adapted and grown to meet new challenges.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Professional Learning

| | |
|---|--|
| Area of Focus Description and Rationale: | Improve pass rates across all subgroups through the use of focused instruction and experiential learning. |
| Measurable Outcome: | <p>Increase pass rate (+3) by 2% on 2021-2022 end of the year state exams.</p> <p>Increase average scaled scores by 2 points for all students in each grade level.</p> <p>Increase percentage of learning gains for the lowest performing 25% of students in each grade level in math and ELA.</p> <p>Increase the pass rate (+3) on 2021-2022 AP Exams.</p> <p>Conduct Professional Learning Communities focused on Learning Targets.</p> <p>Provide quarterly experiential learning opportunities for each grade level. This could include but is not limited to field trips, service projects, guest speakers, mentorships, and/or simulations.</p> |
| Monitoring: | <p>Performance data will be monitored monthly and instruction will be tailored to student's needs.</p> <p>PLC attendance and completion will be monitored.</p> <p>A mission aligned document that outlines both the program of studies and the foundational experiences associated with grade levels will be produced.</p> |
| Person responsible for monitoring outcome: | Kim Mixson (mixsonk@seasideschools.net) |
| Evidence-based Strategy: | During our WCSD training run by Solution Tree we focused on the need to improve our use of Learning Targets. |
| Rationale for Evidence-based Strategy: | Making learning transparent to both teacher and student will increase student performance across the board. We hope that by using learning targets we will be able to better assess daily student performance and eventually move to student-led conferences and/or standards-based grading. |

Action Steps to Implement

No action steps were entered for this area of focus

#3. Culture & Environment specifically relating to Community Involvement**Area of Focus**

Description and Rationale: Formalize and grow long-term community partnerships with documented agreements.

Measurable Outcome:

Outline a plan to proceed with the executed 2017 land donation agreement with SCDC. Agree to and sign an MOU with Northwest Florida State College to partner on an expanded South Walton Campus. Work with the Seaside School Foundation to secure funding and garner community support for the Annual Race, campus expansion projects, and endowments. Re-engage community organizations to participate in the mentoring program (5-8). Establish hosts for Friday student internships in a wide variety of fields (11-12). Establish or expand formal partnerships with service organizations so that students can participate in quarterly days of service (9-10). Foster a working relationship with Walton County School District to support professional development, exceptional student education, and safe school initiatives. Create a school-wide scope and sequence of foundational experiences for each grade level. These foundational experiences should connect our students with the community-at-large and engage stakeholders in our students' success.

Monitoring:

Through regular staff and school leadership meetings we will track progress towards these goal. Evidence of progress will be evident in meeting minutes.

Person responsible for monitoring outcome:

Joy Robbins (robbinsj@seasideschools.net)

Evidence-based Strategy:

Parent and community involvement is essential to school success.

Rationale for Evidence-based Strategy:

During the 20-21 school year, we had limited parent and community involvement. We are hoping to revisit and reenergize our community programs.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Other specifically relating to Student and School Safety

| | |
|---|--|
| Area of Focus Description and Rationale: | Commit to maintaining safe and secure schools to enhance the learning environment for students and staff. |
| Measurable Outcome: | Offer and document curriculum on state required student health and wellbeing topics. Use web-based curriculum resources to distribute lessons on student health and wellbeing and long-term/short-term goal setting. Find creative solutions for our unique safety challenges. |
| Monitoring: | Reduce the number of student days missed due to behavior. |
| Person responsible for monitoring outcome: | Drew Ward (wardd@seasideschools.net) |
| Evidence-based Strategy: | Use Suite 360 to track and document student behavior interventions and mental health prevention. |
| Rationale for Evidence-based Strategy: | Mental health is more important than ever. We are investing time and money to address student needs. |

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

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

N/A

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.

Seaside School, Inc has been living its mission for a quarter of a century. All Seaside School, Inc community members seek to sustain an educational community where an emphasis on academic excellence is complemented by our concern for each learner's personal growth and intellectual, aesthetic, and psychological development. The curriculum is developmentally responsive – actively engaging students in learning skills in context, integrative – directing students to connect learning to daily lives, and exploratory – enabling students to discover their abilities, interests, learning styles, and ways that they can make contributions to society.

The most tangible example of living the mission can be found in the values of "The Seaside Way" and "The Seacoast Pillars".

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

The Board of Directors and school leadership team work in conjunction with school staff, local community members, parents, and students. Outreach is done in a variety of ways. These include but are not limited to, publicly noticed BOD meetings, BOD subcommittees, school events and performances, parent and student information sessions, school communications, social media outlets, and a culture of learning and growing.

Faculty, staff, students, and parents work in conjunction to support students academically, socially, and emotionally. Teachers spend the line share of time with students, and as a result develop strong bonds with students to provide encouragement both personally and academically in the classroom. Additionally, the school counselor is available to provide individual, group, and classroom guidance and monitor student progress and behavior. The Dean of Students is available to address discipline issues and build a plan for positive modifications for those students moving forward. The principal is available for also addressing behavioral issues, cultivating strong classroom leadership, and maintaining and developing plans for overall school improvement.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

| | | | |
|---------------|--------|---|---------------|
| 1 | III.A. | Areas of Focus: Leadership: Leadership Development | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Professional Learning | \$0.00 |
| 3 | III.A. | Areas of Focus: Culture & Environment: Community Involvement | \$0.00 |
| 4 | III.A. | Areas of Focus: Other: Student and School Safety | \$0.00 |
| Total: | | | \$0.00 |