

Santa Rosa County School District

East Bay K 8 School



2021-22 Schoolwide Improvement Plan

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East Bay K 8 School

2535 ELKHART DR, Gulf Breeze, FL 32566

[no web address on file]

Demographics

Principal: Vesta Mosley B

Start Date for this Principal: 3/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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)	32%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Santa Rosa 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.

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East Bay K 8 School

2535 ELKHART DR, Gulf Breeze, FL 32566

[no web address on file]

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)
Combination School PK-8	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2020-21
Grade	

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SIP Authority

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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.

East Bay students will be productive, successful contributors to our community.

Provide the school's vision statement.

Preparing our students for success by providing a superior, relevant education.

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
Mosley, Beth	Principal	<ol style="list-style-type: none"> 1. Manage and administer the overall instructional program at the assigned school. 2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. 3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. 4. Manage and administer the accreditation program for the assigned school. 5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. 6. Participate, as requested, in the development of District guides related to instruction and personnel. 7. Participate, as requested, in the development and adoption of the District's assessment program. 8. Manage and administer the assessment program for the school.. 9. Manage and supervise the wise use of personnel resources. 10. Manage, supervise and evaluate personnel. 11. Manage the implementation and administration of negotiated employee contracts at the school level. 12. Manage and administer the development of long and short-range instructional and facility needs. 13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. 14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. 15. Coordinate facility and support service requirements with appropriate district offices. 16. Coordinate and supervise the transportation services at the assigned school. 17. Manage the discipline of students on buses, including statutory provisions for suspension. 18. Maintain a high visibility within all areas of the facility. 19. Establish guidelines for proper student conduct and effective disciplinary procedures and policies. 20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. 21. Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. 22. Manage and supervise, through wise use, the financial resources of the school. 23. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. 24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. 25. Manage and administer the preparation of financial reports for the school. 26. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. 27. Manage and administer through statute and District guidelines, the

Name	Position Title	Job Duties and Responsibilities
		<p>school food service program.</p> <p>28. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>29. Be proactive in decisions relating to school and community well-being.</p> <p>30. Use effective positive interpersonal communication skills.</p> <p>31. Actively participate in the recruitment of business partnership to benefit the school community.</p> <p>32. Assign and supervise special tasks to school personnel.</p> <p>33. Assign to teachers such responsibility and authority for student control as deemed appropriate.</p> <p>34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p>
Johnson, Trish	Assistant Principal	<p>Coordinate all aspects of elementary curriculum.</p> <ul style="list-style-type: none"> • Coordinate faculty, year level and individual teacher's planning, as assigned. • Assist teachers in interpreting and implementing the District's curriculum. • Coordinate, as assigned, research related to curriculum development. • Recommend curriculum adjustments to meet the special learning needs of individual children. • Assist teachers in organizing classrooms for effective learning. • Implement and schedule the standardized testing program when assigned. • Establish and maintain a system of school-wide textbook accountability. • Schedule and plan in-service programs and prepare required reports. • Work with the media specialist in adapting and improving the use of media in the school. • Participate in proposed and on-going curriculum development projects. • Serve, at the direction of the Principal, as advisor and special consultant to probationary employees. • Coordinate the grade placement and grouping of children. • Assist the Principal in planning and carrying out staff and parent curriculum meetings. • Serve as the administrative representative on the school's Integrated Services Team. • Complete special assignments assigned by the Principal. • Assume building supervisory responsibility in the absence of the Principal. • Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline. • Assist in the supervision of all school activities and programs. • Supervise students in order to maintain a safe and orderly environment. • Assist the Principal in planning and implementing the school improvement program.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assist the Principal and other staff in maintaining a clean and safe school plant. • Assist in the selection, supervision and evaluation of all school personnel. • Prepare such records and reports as the Principal may assign. • Perform other incidental tasks consistent with the goals and objectives of this position.

Principle Duties and Responsibilities (Essential Functions):

Planning and Instructional Design:

- Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.
- 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.
- Prepares a variety of written materials (e.g. lesson plans following scope and sequence, correspondence with parents and students, attendance, anecdotal records, portfolios, etc.) for the purpose of documenting student progress and meeting mandated requirements.

Learning Environment:

- 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.
- Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.
- 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.
- 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.
- Reports incidents (e.g. suspected child 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.

Instructional Delivery and Facilitation:

- Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility.

Justice,
Alisha

Teacher, PreK

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Directs assistant teachers, student teachers, instructional assistants, Child Development Associates (CDA) volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. <p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district, Head Start Performance Standards, and State Standards. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
Candler, Dinah	Teacher, K-12	<p>Planning and Instructional Design:</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • 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. • 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. <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • 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

Name	Position Title	Job Duties and Responsibilities
		<p>performance.</p> <ul style="list-style-type: none"> • 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. • 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. <p>Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. <p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
Davis, Kristy	Teacher, K-12	<p>Planning and Instructional Design:</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • 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. • Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and

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		<p>students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.</p> <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • 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. • 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. • 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. <p>Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. <p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives,

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Golden, Stephanie	Teacher, K-12	<p>expectations, and/or goals for the purpose of providing feedback to students, parents and administration.</p>
		<p>Planning and Instructional Design:</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • 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. • 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. <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • 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. • 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. • 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. <p>Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of

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		<p>achieving overall student, school and family success.</p> <ul style="list-style-type: none"> • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. <p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
Simon, Emily	Teacher, K-12	<p>Planning and Instructional Design:</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • 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. • 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. <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • 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. • 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. • 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

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		<p>learning environment and adhering to state law and board policies.</p> <p>Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. <p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
Timmons, Kyra	Teacher, K-12	<p>Planning and Instructional Design:</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • 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. • 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. <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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.

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Vance,
Marianne

Teacher, K-12

Planning and Instructional Design:

- Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.

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		<ul style="list-style-type: none"> • 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. • 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. <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • 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. • 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. • 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. <p>Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. <p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual

Name	Position Title	Job Duties and Responsibilities
White, Tammie	School Counselor	<p>learning plans as required by the school district.</p> <ul style="list-style-type: none"> • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
		<ul style="list-style-type: none"> • Assists in the registration and placement of students • Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students • Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups • Oversees the provision of career development activities for students • Administers initial screenings and coordinates the referral process for identification and placement of students with special needs • Provides appropriate consultation with parents on all issues related to student success • Provides appropriate consultation and staff development to school personnel as needed • Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students • Tracks attendance and develops appropriate truancy intervention plans • Assists with referrals to other service providers and outside agencies • Facilitates Integrated Services Team meetings • Develops 504 plans and health care plans as needed • Maintains access to current information regarding community resources • Organizes community service projects • Coordinates district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff. • Provides or assists with student orientation • Evaluates the guidance program on a continuing basis • Consults with school personnel on issues regarding student discipline • Assists in the orientation of new faculty and staff members • Assists with parent/teacher conferences as requested • Oversees the proper maintenance of student records as required by applicable policies, regulations and procedures • Attends and participates in faculty meetings • Accepts responsibility for extra-curricular activities as assigned • Attends professional meetings and staff development activities • Maintains a valid Florida teacher's certificate • Provides own method of transportation to various locations when required

Name	Position Title	Job Duties and Responsibilities
Pritchard, Joe	Teacher, K-12	<p>Planning and Instructional Design:</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • 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. • 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. <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • 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. • 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. • 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. <p>Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, paraprofessionals, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.

Name	Position Title	Job Duties and Responsibilities
Kline, Kim	Teacher, K-12	<p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
		<p>Planning and Instructional Design:</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • 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. • 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. <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • 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. • 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. • 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. <p>Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> • Employs a variety of instructional techniques, methods and materials

Name	Position Title	Job Duties and Responsibilities
		<p>which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility.</p> <ul style="list-style-type: none"> • Directs assistant teachers, student teachers, instructional assistants, paraprofessionals, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. <p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
Keeney, Christin	Teacher, K-12	<p>Planning and Instructional Design:</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • 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. • 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. <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status,

Name	Position Title	Job Duties and Responsibilities
		<p>appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.</p> <ul style="list-style-type: none"> • 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. • 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. <p>Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, paraprofessionals, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. <p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
Gonzalez, Ariel	Teacher, K-12	<p>Planning and Instructional Design:</p> <ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • 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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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. <p>Learning Environment:</p> <ul style="list-style-type: none"> • 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. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • 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. • 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. • 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. <p>Instructional Delivery and Facilitation:</p> <ul style="list-style-type: none"> • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, paraprofessionals, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. <p>Assessment:</p> <ul style="list-style-type: none"> • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals

Name	Position Title	Job Duties and Responsibilities
		<p>in the home environment.</p> <ul style="list-style-type: none"> • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
Evans, Morgan	Instructional Media	<ul style="list-style-type: none"> • Organizes and implements an open-concept media program which fully supports the educational goals and objectives of the school. • Supports curriculum through cooperative planning and consultation with faculty and administration. • Creates and facilitates an appropriate atmosphere of educational innovation and accepts leadership responsibilities for new directions in educational development. • Instructs small and large groups in sequential information retrieval skills. • Teaches lessons with specific objectives defined by and in cooperation with individual teachers. • Provides guidance in selection, location, utilization and evaluation of print and non-print materials and in technology. • Furnishes reading guidance for patrons with unique needs and encourages all patrons to adopt lifelong reading interests. • Maintains continuing knowledge and awareness of new technologies and how they impact the curriculum and instruction. • Conducts ongoing formal and informal faculty Inservice in the field of technology. • Trouble shoots malfunctioning equipment. • Evaluates, selects, and orders print and non-print materials, and removes those no longer usable. • Establishes circulation procedures which assure maximum availability of resources to all patrons. • Initiates and directs management procedures for Media Center, including supervision of clerical routines and maintenance of all records relating to collection management. • Prepares and submits all required reports for Media Center usage and activities. • Formulates and administers Media Center budget. • Supports professional organizations at district, state and national levels. • Evaluates and restructures media program, as needed, soliciting input from total school population. • Ensures professional growth through attendance at seminars, conferences, and university courses, and through extensive professional reading. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal. • Provides own method of transportation to various locations when required.

Name	Position Title	Job Duties and Responsibilities
Dunham, Brenda	Paraprofessional	<p>Essential functions are fundamental job duties. They do not include marginal tasks which are also performed but are incidental to the primary functions. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position, nor does every position allocated to the class necessarily perform every duty listed. Personal characteristics required of all employees such as honesty, industry, sobriety and the ability to get along with others, are presumed qualities and may not be listed specifically.</p> <ul style="list-style-type: none"> • Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; • Assist with classroom management, such as organizing instructional and other materials; • Provide assistance in a computer laboratory; • Conduct parental involvement activities under the supervision of the classroom teacher; • Provide support in a library or media center; • Act as a translator; • Assist children with personal hygiene; • Performs related duties as required or assigned by the principal. <p>Limitations:</p> <ul style="list-style-type: none"> •Paraprofessionals may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher. • Paraprofessionals may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

Demographic Information

Principal start date

Monday 3/1/2021, Vesta Mosley B

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.*

0

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.*

0

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

951

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

0

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

63

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	87	80	95	115	124	102	101	112	115	0	0	0	0	931
Attendance below 90 percent	3	8	12	15	17	9	18	22	29	0	0	0	0	133
One or more suspensions	0	0	0	0	0	2	3	14	13	0	0	0	0	32
Course failure in ELA	0	0	1	1	2	1	1	3	3	0	0	0	0	12
Course failure in Math	0	0	1	0	0	1	0	2	2	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	9	8	13	17	0	0	0	0	51
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	8	8	20	17	0	0	0	0	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	5	4	0	0	0	0	10

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	1	4	5	5	10	17	0	0	0	0	42

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	4	1	0	0	0	0	0	0	2	0	0	0	0	7	
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1	

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
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	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	0	
Level 1 on 2019 statewide FSA ELA assessment	0	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	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	
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	0	
Students retained two or more times	0	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					62%	61%		64%	60%
ELA Learning Gains					48%	59%		57%	57%
ELA Lowest 25th Percentile					46%	54%		42%	52%
Math Achievement					62%	62%		61%	61%
Math Learning Gains					50%	59%		56%	58%
Math Lowest 25th Percentile					36%	52%		36%	52%
Science Achievement					66%	56%		66%	57%
Social Studies Achievement					69%	78%		74%	77%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison						
04	2021					
	2019					
Cohort Comparison		0%				
05	2021					
	2019					
Cohort Comparison		0%				
06	2021					
	2019					
Cohort Comparison		0%				
07	2021					
	2019					
Cohort Comparison		0%				
08	2021					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019					
Cohort Comparison						
08	2021					
	2019					
Cohort Comparison		0%				

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					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
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.

N/A. School established August, 2021.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	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			

Grade 2				
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			
Grade 3				
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			

Grade 4				
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			
Grade 5				
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			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	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
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 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

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?

East Bay K-8 School opened, August 2021. While East Bay does not yet have district assessment or test assessment data to report, district and state trends can be identified. Based on the 2018 and 2019 district and state FSA data, Santa Rosa County School District outperformed the state in ELA and Math Learning Gains by approximately 5%. This was also true for the Math Learning Gains in the Lowest 25%. Based on this data, it is evident there is a strong presence of MTSS interventions and progress monitoring being implemented with fidelity in Santa Rosa County to close achievement gaps.

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

Based on the 2018 and 2019 district and state FSA data, the greatest need for improvement should be the focus areas of ELA Learning Gains in the Lowest 25th Percentile. Santa Rosa County (42.9%) performed lower than the state average (43.6%) in 2018, but then SRC (50.5%) improved to outperform the state average (44.6%) on the 2019 FSA ELA Learning Gains in the Lowest 25%. While there was an improvement from 2018 to 2019, the trend needs to continue over a multi-year period. Students in the lowest quartile will be identified and closely monitored by teachers and our MTSS team.

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

Based on 2019 district and state FSA data, as well as analyzing 2021 FSA, a key contributing factor to the areas of needed improvement are due to learning gaps caused by the COVID-19 pandemic. Students did not complete the last quarter of the 2019-2020 school year in a brick and mortar setting. Virtual learning platforms were being established and the rigor of instruction was not able to be provided. While brick and mortar, remote learning, and virtual learning were three options available to students during the 2020-2021 school year, many students and staff were required to quarantine,

causing an interruption in learning. The COVID-19 pandemic has created achievement gaps that will take a multi-year approach to recover.

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

Based on the 2019 district and state FSA data presented (no school data to report), Santa Rosa County School District continues to perform at or above the state average in ELA and Math Achievement (level 3 or higher) and continues to outperform the state in the area of Learning Gains.

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

N/A. With East Bay K-8 being a new school, opening the 2021-2022 school year, administration will analyze past performance data from the state and district of individual students who migrated from surrounding schools to form the new East Bay K-8 student body. FSA goals have been set for elementary and middle school teachers. Teachers will progress monitor students to ensure students are on track to reach our school-wide FSA goals.

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

Strategies that will be implemented in order to accelerate learning are, but not limited to, utilizing staff to provide differentiated instruction and intervention: Intervention teacher, ESSER Intervention teacher, Academic Intervention Specialist (AIS), and the Literacy Coach. ESE staff help to meet IEP minutes and educational support staff support and enhance tier I instruction for all students. Professional development will be provided to improve core instructional practices focusing on the B.E.S.T. standards for ELA and state standards in all core subjects. Staff will participate in horizontal and vertical planning through PLC opportunities. Professional Development implementing the Houghton Mifflin Harcourt "Into Reading" textbook series which will provide tier I and tier II MTSS support. Tier III instruction will be delivered through the use of "Phonics for Reading" or SIPPS 95%. Only Reading Endorsed teachers, Reading Interventionists, will deliver Tier III instruction to all students who qualify for these intervention services. Staff professional development on data analysis, goal setting, implementing instructional resources to close student achievement gaps. Waggle (ELA) and Freckle (Math) are supplemental digital components to reinforce instruction. Accelerated Reader through Renaissance will help to instill a love/promotion of reading. Student Progress Monitoring Plans will be closely monitored through MTSS. Parent Involvement activities will be plan to promote STEAM, help at home, and reinforce our vision/mission and core values (Leadership, Accountability, Equity, Discovery, Service).

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.

- Subs for county training/school-based "data days"
- Data chats with teachers and administration after STAR Test B
- Grade-level data analysis and goal setting that is aligned to FSA goals
- Quarterly peer observation opportunities
- Horizontal and vertical PLCs
- Conferences and workshops for teachers focused on HMH training, B.E.S.T ELA standards training, FL standards, FEAPS standards, technology integration, PBIS, Mental Health, Campus Safety
- Conferences for administrators based on FL Leadership Principal Standards
- Book studies/Professional Resources for administrators- Leverage Leadership, reflection on Leadership Blueprint, FL Leadership Principal Standards
- Book studies/Professional Resources for teachers based on literacy, mathematics integration, science integration, STEAM, effective instructional practices based on FEAPS, classroom

management, PBIS, Mental Health, student engagement
 -District staff-provided PD/mentoring
 -STEAM training
 -LETRS training- to enhance delivery of Tier III instruction
 -AIS and Literacy Coach facilitated PD to close reading student achievement gaps

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

As a new school, administration has a focus on establishing a clear vision/mission and culture/climate for East Bay that is focused on high student and staff expectations for student achievement. Consistent communication to all stakeholders of our vision/mission and L.E.A.D.S. core values, which are the foundation of all school-based decisions. Ensuring opportunities for stakeholders to be involved in decision making through the Leadership Team, SAC, PAC, Parent Support Team, possible volunteering, input on forms/surveys. Administration will conduct PD on FEAPs indicators and focus on more time in the classroom to provide effective feedback for professional growth. Administration will clearly communicate FSA goals and schedule data chats with teachers after STAR Test B and review FSA data during summer data chats. As allocated on the East Bay staffing plan, the AIS, intervention teachers, Literacy Coaches, ESE Inclusion teachers, and Ed Support staff will be properly utilized to maximize student achievement. Systems will be put in place for open communication with grade level/department chairs and administration. Administration will set a high expectation for common planning, pacing, and classroom assessments to prepare students for EOC and FSA proficiency. Administration will gain buy-in from parents and the community through multi-faceted communication means and Family Engagement opportunities that promote student learning at school and home.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Leadership- Building the capacity of the school leadership team and improving systems for teacher efficacy. As a new school opening this school year, it is paramount to create strong systems for dedicated, vested staff members that promote teacher efficacy. Student achievement is magnified when teachers work together with a shared purpose, mission, timeline, and resources. With an all new staff coming from other schools, states, and countries with diverse backgrounds, administration must form clear systems of support, communication, goal setting, and team-building opportunities. Collective teacher efficacy is the #1 influential factor related to student achievement. When strong systems are in place for peak staff efficiency and classroom instruction, high student achievement data will be the outcome.
Measurable Outcome:	Based on past FSA data for the district and from the school zones in which East Bay collected students from, FSA goals were formed. 75% of East Bay students are expected to be proficient on the 2022 FSA ELA, Math, and Science State Assessments. 65% of students eligible students who took the 2021 FSA will make learning gains on the 2022 ELA and Math FSA. 50% of students in the lowest quartile will make learning gains on the 2022 ELA and Math FSA.
Monitoring:	<p>This Area of Focus will be monitored for the desired outcome through input provided through:</p> <ul style="list-style-type: none"> - morning walk-throughs during planning time (7:25 AM-7:50 AM) - monthly Leadership Team Meetings. <p>-Administration will monitor meeting notes from Professional Learning Communities (PLCs) and grade level/department meeting input.</p> <p>-STAR A and B data will provide data to monitor for grade level/department consistency and provide comparative data with FSA goals.</p> <p>-2022 FSA Data</p>
Person responsible for monitoring outcome:	Beth Mosley (mosleyv@santarosa.k12.fl.us)
Evidence-based Strategy:	<p>Logic Models for Selecting, Designing, and Implementing Evidence-Based Leadership Interventions (Companion Guide to School Leadership Intervention Under the Every Student Succeeds Act)</p> <p>WallaceFoundation.org Link: https://www.wallacefoundation.org/knowledge-center/Documents/Logic-Model-Evidence-Based-School-Leadership-Interventions.pdf</p> <p>"Research indicates that principals play a critical role in the educational achievement of students (Branch, Hanushek, and Rivkin, 2012; Grissom, Kalogrides, and Loeb, 2015; Leithwood et al., 2004). Principals also play a role in driving key teacher outcomes (Boyd et al., 2011; Grissom, 2011; Ladd, 2011; Loeb, Kalogrides, and Béteille, 2012).</p> <p>"State and district education policymakers, as well as intervention designers and implementers, can use this guide to</p> <ul style="list-style-type: none"> • understand the theory behind various ways in which leadership intervention types work to improve student outcomes • identify the key components of evidence-based programs to inform the design, adoption, or refinement of aligned interventions • develop or refine logic models and evaluation measures"

Rationale for Evidence-based Strategy: While East Bay staff is composed of very few new educators, the entire staff is a new team. Creating positive, clear systems of support is based on and supports Florida Principal Leadership Standards-Indicator 7.3-Succession Planning. Strong Leadership Development maintains high staff retention and multi-year trends of high student achievement as measured by STAR, FSA, and EOC scores.

Action Steps to Implement

1. Provide system for Leadership Team
 - team service term cycle-staff rotate every three years
 - scheduled meetings for Leadership to disseminate information/gather input from grade level/department
 - schedule meetings on East Bay SharePoint calendar for leadership team meetings, grade level/department meetings, PLCs, committee meetings, and SAC/Parent Engagement events

Person Responsible Beth Mosley (mosleyv@santarosa.k12.fl.us)

2. Provide New Teacher Support
 - oversee TIP mentor teachers: one for elementary, one for middle

Person Responsible Trish Johnson (johnsonpb@santarosa.k12.fl.us)

3. Provide Staff Professional Development
 - AIS to support teachers with tier II and tier III interventions/progress monitoring tools
 - Literacy Coach to support of effective instructional strategies and resources in the area of ELA
 - Admin/Teacher data chats after STAR test B
 - Subs for training/school-based "data days"
 - Teacher/admin data chats
 - Grade-level data analysis/goal setting aligned to FSA goals
 - Peer observation opportunities
 - Horizontal and vertical PLCs
 - Conferences/workshops for teachers focused on HMH training, B.E.S.T ELA standards training, FL standards, FEAPS standards, Highly effective Instructional strategies, technology integration, PBIS, Mental Health, Campus Safety
 - Conferences for administrators based on FL Leadership Principal Standards
 - Book studies/Professional Resources for administrators- Leverage Leadership, reflection on Leadership Blueprint, FL Leadership Principal Standards
 - Book studies/Professional Resources for teachers based on literacy, mathematics integration, science integration, STEAM, effective instructional practices based on FEAPS, classroom management, PBIS, Mental Health, student engagement
 - District staff-provided PD/mentoring
 - STEAM training
 - LETRS training- Tier III instruction

Person Responsible Beth Mosley (mosleyv@santarosa.k12.fl.us)

4. Provide support for student intervention to close achievement gaps.
 - Create an organized MTSS team with clear roles and objectives.
 - PD for MTSS team
 - Create system for monitoring PMP progress
 - Before/After School Tutoring-funding to compensate staff working with struggling ELA/Math students based on FSA, STAR and/or classroom performance data.

Person Responsible Beth Mosley (mosleyv@santarosa.k12.fl.us)

5. Provide teachers with core and supplemental resources to close achievement gaps.

- Staff utilization of county approved core curriculum and included resources.
- Scholastic magazine
- Secret Stories
- Freckle (Math digital resource)
- Waggle (ELA digital resource)
- ELA and Math hands-on manipulatives
- Supplemental resources suggested by ELA, Math/Science coordinators
- Accelerated Reader-computer program (reading incentive/comprehension check)
- Standards-based ELA lessons delivered by Media Specialist
- Lexia
- Mindplay
- ESGI-data tracking, monitoring
- Do the Math-resource from Jeff Baugus (Director of Math/Science)

Person Responsible Beth Mosley (mosleyv@santarosa.k12.fl.us)

6. Provide system for parent engagement opportunities. Due to COVID-19 many events will be modified from a traditional format.

- Promote volunteer participation
- Title I Parent Engagement Events:
 - Summer Event: Welcome to East Bay Night! Informative event for new students to East Bay
 - Open House/Title I Information Night
 - Volunteer Orientation/Volunteer Appreciation (provide food for volunteers)
 - Veterans Day Assembly
 - STEAM event (food and instructional resources at home)
 - Joy of Giving (food and FSA instructional resources at home)
 - Literacy Week (school-wide events/activities)
 - Library Check-Out Nights (instructional resources/reading material for home)
 - Math Bowl
 - Spelling Bee
 - Tropicana Speech Contest (4th/5th grade)
 - PBIS student recognition-Eagle of the Month
 - SAC involvement, PAC involvement, Parent Support Team involvement
 - Staff and Parent involvement in student participation of potential school clubs: Jr. Optimist, NJHS, Odyssey of the Mind, Lego League, Word Masters Challenge, Buddy Program with middle and struggling elementary students and/or middle with ESE students.

Person Responsible Beth Mosley (mosleyv@santarosa.k12.fl.us)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: As a new school, East Bay K-8 administration, staff, and stakeholders will work to set a foundation of a common goal: our school's vision and mission. Establishing a positive school culture is critical to the school's success. In a strong school culture, leaders communicate directly with teachers, administrators, counselors, and families, who also all communicate directly with each other. Positive school culture has a direct correlation to student achievement, student attendance, and student behavior.

Measurable Outcome: Based on past FSA data for the district and from the school zones in which East Bay collected students from, FSA goals were formed. 75% of East Bay students are expected to be proficient on the 2022 FSA ELA, Math, and Science State Assessments. 65% of students eligible students who took the 2021 FSA will make learning gains on the 2022 ELA and Math FSA. 50% of students in the lowest quartile will make learning gains on the 2022 ELA and Math FSA.

Attendance Goal: East Bay continuously tracks student attendance. East Bay's goal is to have an overall attendance rate of 95% or higher for the 21-22 school year.

Behavioral Goal: East Bay will have 1% or less (10 students or less) with one or more referrals resulting in suspension.

Monitoring: STAR A/B/C data, FSA data, EOC data, Attendance rate, number of office referral, number of office referrals resulting in ISS/OSS.

Person responsible for monitoring outcome: Beth Mosley (mosleyv@santarosa.k12.fl.us)

Profile of Wisconsin Department of Public Instruction: Positive Behavioral Intervention Support
Evidence-Based Practices in School Improvement: Five Profiles of Promising Practices

Evidence-based Strategy: Link: <https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/evidencebasedpracticesschl.pdf>

About the intervention: WI DPI created a PBIS Network as a statewide intervention in an attempt to improve outcomes for students with disabilities. Within the Network, PBIS is the framework that districts in WI use to adopt and organize evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

Rationale for Evidence-based Strategy:

- PBIS Network Goals:
- Increased graduation rates
- Decreased disproportionality in student achievement (no gaps)
- Increased number of students college and career ready
- Increased opportunities for life-long learning

Action Steps to Implement

1. Establish Leadership Team-one teacher per grade (K-5) and middle school departments, special area, ESE, Support Staff, guidance, media specialist
- establish mission/vision statement during summer meeting
- establish kid-friendly definitions for core behavioral expectations (L.E.A.D.S values-Leadership, Equity, Accountability, Discovery, Service)

-set expectations for classroom management plans that support our school values

2. Establish a PBIS committee

- establish how vision/mission will be communicated
- establish L.E.A.D.S. values will be communicated
- create vision signage across campus
- create a monthly focus and incentive for positively modeled behavior

Person Responsible Beth Mosley (mosleyv@santarosa.k12.fl.us)

3. Provide system for parent engagement opportunities. Due to COVID-19 many events will be modified from a traditional format.

- Promote volunteer participation
- Title I Parent Engagement Events:
- Summer Event: Welcome to East Bay Night! Informative event for new students to East Bay
- Open House/Title I Information Night
- Volunteer Orientation/Volunteer Appreciation (provide food for volunteers)
- Veterans Day Assembly
- STEAM event (food and instructional resources at home)
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- Math Bowl
- Spelling Bee
- Tropicana Speech Contest (4th/5th grade)
- PBIS student recognition-Eagle of the Month
- SAC involvement, PAC involvement, Parent Support Team involvement
- Staff and Parent involvement in student participation of potential school clubs: Jr. Optimist, NJHS, Odyssey of the Mind, Lego League, Word Masters Challenge, Buddy Program with middle and struggling elementary students and/or middle with ESE students.

Person Responsible Beth Mosley (mosleyv@santarosa.k12.fl.us)

4. Student Recognition for modeling academic growth and PBIS focus values

- Eagle of the Month
- ITV recognition
- Incentives in the cafeteria-eat outside, picnic tables, music, healthy treats
- Incentives for positive bus behavior

Person Responsible Kristi Worthington (worthingtonk@santarosa.k12.fl.us)

5. Ensure required Character Development curriculum is taught:

K-5 Project Wisdom
Code of Student Conduct Review/Test
PBIS supports
Bullying Prevention
Dating Violence
Patriot Week activities
Schoolwide behavior expectations

Person Responsible Beth Mosley (mosleyv@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

As a new school, East Bay has no previous discipline data to review. After review of discipline data from last year at surrounding schools that helped to create East Bay's school zone, East Bay has a 21-22 behavioral goal of 1% or less (10 students or less) with one or more referrals resulting in suspension. As a Positive Behavioral Interventions and Supports (PBIS) school, East Bay K-8 will strive to implement positive behavior recognition in order to deter behavior which may result in negative consequences. The focus is to learn what may cause certain negative behaviors in students and to provide strategies and/or interventions for staff and students to utilize to be proactive rather than reactive in these situations.

Behavior Monitoring Plans are established for students in need of more specific behavior monitoring, and our Threat Assessment Team (TAT) will address more severe behavior which could pose a danger to students and/or staff members. The East Bay TAT addresses concerns as they arise with students exhibiting high-risk behavior, and the team meets on a monthly basis to review discipline data and track the progress of students with an active Threat Assessment or Safety and Success Plan.

East Bay will support students through the use of two guidance counselors, a CDAC counselor, a Military and Family Life Counselor (MFLC), and two Trauma Informed Counselors (TIC). As students' social and emotional needs are met, behavioral concerns can be better addressed.

As all stakeholder input is valued and welcomed, buy-in is established from all. Each student receives support and encouragement to succeed, and staff members work with parents to meet the emotional and behavioral, as well as academic needs of all students.

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.

In the initial planning for East Bay's opening in August 2021, school administration and district staff strongly agreed that parent, community, and staff buy-in to a share vision and mission were essential to East Bay's success as a new school. Communication with all stakeholders was and is a top priority this school year as

East Bay is getting established. Administration continues to prioritize the safety and success of our students and staff.

Information is relayed weekly through the School Messenger call-out system, our school's FaceBook page, school website, and a monthly Principal's Newsletter. Keeping stakeholders informed is key to all feeling part of a school team and supporting student success. East Bay plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students by including students (as appropriate), parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education.

The Title I Program at East Bay includes an initiative to increase parent and family engagement in their child's education; and provides training to parents in an effort to assist their children at home so they can be successful at school. The Title I Program provides funding for teacher professional development and classroom materials for teachers to effectively meet the individual needs of students, provide differentiated instruction, and provide tutoring for targeted students beyond the regular school day. Title I budget and the Parent and Family Engagement Plan are standing agenda items on all School Advisory Council (SAC) meetings. A virtual Title I meeting will be conducted around Open House. Information is disseminated that addresses Parents Right to Know, Compact agreement, SPAR report, SIP report, the Parent Resource Center, and Title I funding information. At the end of the year, we will review our yearly activities and work with our SAC to get feedback on all Family Engagement activities and the Title I Compact Agreement.

East Bay K-8 will hold a high expectation for students to reach their full potential. The school will have a strong PBIS presence that supports our L.E.A.D.S. values (Leadership, Equity, Accountability, Discovery, Service) and will build a strong positive school culture for modeling these behavior expectations.

Meeting these identified SIP goals is achievable through teamwork with students, families, staff, administration, and our community. Providing a safe, warm learning environment for all students and staff will be established as our large school family collaborates to create the feeling of a small close-knit learning environment.

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

Creating a positive school culture begins with administration setting a clear vision and mission for the school with behavioral expectations that will be upheld. East Bay administration will focus this first year the school operational to strongly ingrain our vision and mission along with our L.E.A.D.S. values (Leadership, Equity, Accountability, Discovery, Service). This is reenforced by administration and staff as we say our motto throughout the day, "East Bay L.E.A.D.S. the Way!"

All stakeholders at East Bay K-8 are responsible for helping to promote a positive culture and environment at the school. Administrators, instructional staff, support staff, students, families, community partners, SAC, our Parent Support Team, and School Board representatives are all stakeholders whom are committed to the success of the children we serve. All have the top priority in ensuring the safety of students. This includes campus security as well as health safety. This school year, the mitigation of COVID-19 continues to be a top focus for the school.

All stakeholders are expected to be respectful of each other and to encourage each other to learn each day. As we work toward high student achievement, each stakeholder has roles and responsibilities toward that goal. Administrators set the tone for the culture and climate of the school. Administrators, counselors, and front office staff have the responsibility to ensure all feel welcome and valued as they enter the school.

When guests feel valued and respected, they partner with the school to promote student success .

Administrators hire highly qualified staff members and strive to retain them in order to provide continuity for the team. They also serve as lead learners as they learn with and from staff members and their peers. This type of collaboration is encouraged among staff members across grade levels and within as the needs of students are at the forefront of our efforts. Administrators, staff members, and parents communicate and work together to determine the best learning strategies for each student. All are integral members of the learning team, and input is valued from all members. Parents support the staff by ensuring that students are at school each day and that necessary coursework is completed by the students. Students are expected to cooperate with staff and peers, be respectful of all stakeholders, and to be present each day ready to learn to their highest potential.

Administration is responsible for ensuring family engagement events (virtual or in-person) are hosted at East Bay to encourage families to take an active role in the academic success of their child(ren). Each event- Open House, STEAM Night, Literacy Night, The Joy of Giving, and others, will be designed to welcome families and encourage them to become more involved at East Bay. Each event will include fun activities centered around learning, and resources will be provided to families to assist them in extending their child's learning experience beyond the classroom.

All East Bay stakeholders serve as a presence within the Navarre community. Community events and outreach service projects will be a priority for East Bay students and staff as Service is one of our core values that contributes to a healthy and positive school culture.

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: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00