

Santa Rosa County School District

East Bay K 8 School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	32
Planning for Improvement	37
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	32%
2021-22 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	2021-22: A (63%) 2018-19: No Grade 2017-18: 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	ATSI
* 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 10/13/2022.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	32
Planning for Improvement	37
Title I Requirements	0
Budget to Support Goals	0

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2021-22	2020-21
Grade	A	

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

East Bay K-8 School provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Mosley, Beth	Principal	<p>The job duties and responsibilities of the principal are to manage and administer the overall instructional program at the assigned school, manage and administer the overall activities of assessing and developing the instructional program at the assigned school, manage and administer the selection of textbooks, materials and equipment needed at the assigned school, manage and administer the accreditation program for the assigned school. Responsibilities also include, to actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs, participate, as requested, in the development of District guides related to instruction and personnel, participate, as requested, in the development and adoption of the District's assessment program, in addition to managing and administer the assessment program for the school, managing and supervising the wise use of personnel resources, managing, supervising, and evaluating personnel, managing the implementation and administration of negotiated employee contracts at the school level, managing and administering the development of long and short-range instructional and facility needs, managing and administering plant safety and facility inspection, including supervision of the buildings and grounds at the school, and managing and administering the maintenance functions for the school in a manner that ensures maximum life and use of facility. The principal also coordinates facility and support service requirements with appropriate district offices, coordinates and supervises the transportation services at the assigned school, manages the discipline of students on buses, including statutory provisions for suspension, maintains a high visibility within all areas of the facility, establishes guidelines for proper student conduct and effective disciplinary procedures and policies, manages the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies, manages and supervises the function of financial planning for the school, including the preparation of the school's budget, manages and supervises, through wise use, the financial resources of the school, and manages and administers the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. The principal adheres to state statute and District policies relating to financial accounting to ensure judicious management of all school funds, manages and administers the preparation of financial reports for the school, manages and administers the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process, manages and administers through statute and District guidelines, the school food service program, and develops and maintains positive school/community relations and act as liaison between the two. The principal is proactive in decisions relating to school and community well-being, uses effective positive interpersonal communication skills, actively participates in the recruitment of business partnership to benefit the school community, assigns and supervises special tasks to school personnel, assigns to teachers such responsibility and authority for student control as</p>

Name	Position Title	Job Duties and Responsibilities
		<p>deemed appropriate, communicates through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems. This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this job. However, this job description is not intended to be an exhaustive list of qualifications, skills, efforts, duties, and responsibilities or working conditions associated with the position.</p>
Johnson, Trish	Assistant Principal	<p>The responsibilities of the assistant principal are to coordinate all aspects of elementary curriculum, coordinate faculty, year level and individual teacher's planning, as assigned, assist teachers in interpreting and implementing the district's curriculum, coordinate, as assigned, research related to curriculum development, recommend curriculum adjustments to meet the special learning needs of individual children, assist teachers in organizing classrooms for effective learning, implement and schedule the standardized testing program when assigned, establish and maintain a system of school-wide textbook accountability, schedule and plan in-service programs and prepare required reports. The assistant principal is also tasked to 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, and assume building supervisory responsibility in the absence of the principal. The assistant principal does 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 to maintain a safe and orderly environment, assist the Principal in planning and implementing the school improvement program, assist the Principal and other staff in maintaining a clean and safe school plant, assist in the selection, supervision, and evaluation of all school personnel, prepare such records and reports as the principal may assign, and perform other incidental tasks consistent with the goals and objectives of this position.</p>
Simon, Emily	Teacher, K-12	<p>The job duties and responsibilities of an elementary teacher include: 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>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. 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> <p>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, 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> <p>Assessment: 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> <p>Continuous Professional Improvement:</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p> <p>Professional Responsibility and Ethical Conduct: Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction, maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information, assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures, participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement, adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns, responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction, accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/ differences/other languages, establishes and maintains cooperative relations with students, faculty, staff, and parents, assumes the responsibility to maintain a valid Florida teacher's certificate, performs other tasks and/or responsibilities as assigned by the principal.</p>
Timmons, Kyra	Teacher, K-12	<p>The job duties and responsibilities of an elementary teacher include: 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. 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>

Name	Position Title	Job Duties and Responsibilities
		<p>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. 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> <p>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, 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> <p>Assessment: 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> <p>Continuous Professional Improvement: Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, attends and participates in faculty meetings, grade level meetings,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p> <p>Professional Responsibility and Ethical Conduct: Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction, maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information, assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures, participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement, adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns, responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction, accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages, establishes and maintains cooperative relations with students, faculty, staff, and parents, assumes the responsibility to maintain a valid Florida teacher's certificate, performs other tasks and/or responsibilities as assigned by the principal.</p>
Golden, Stephanie	Teacher, K-12	<p>The job duties and responsibilities of an elementary teacher include: 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. 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> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>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, 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> <p>Assessment: 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> <p>Continuous Professional Improvement: Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Professional Responsibility and Ethical Conduct: Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction, maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information, assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures, participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement, adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns, responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction, accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/ differences/other languages, establishes and maintains cooperative relations with students, faculty, staff, and parents, assumes the responsibility to maintain a valid Florida teacher's certificate, performs other tasks and/or responsibilities as assigned by the principal.</p>
Gonzalez, Ariel	Teacher, K-12	<p>The job duties and responsibilities of a middle school teacher include:</p> <p>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. 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> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>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, 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> <p>Assessment: 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> <p>Continuous Professional Improvement: Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p> <p>Professional Responsibility and Ethical Conduct:</p>

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

The job duties and responsibilities of a middle school teacher include:

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. 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.

Pritchard,
Joe

Teacher, K-12

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

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>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, 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> <p>Assessment: 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> <p>Continuous Professional Improvement: Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p> <p>Professional Responsibility and Ethical Conduct: Implements the school's and district's philosophy of education and</p>

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		<p>instructional goals in order to align personal focus with school and district professional direction, maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information, assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures, participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement, adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns, responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction, accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/ differences/other languages, establishes and maintains cooperative relations with students, faculty, staff, and parents, assumes the responsibility to maintain a valid Florida teacher's certificate, performs other tasks and/or responsibilities as assigned by the principal.</p>
Cunningham, Michelle	Teacher, K-12	<p>The job duties and responsibilities of a middle school teacher include:</p> <p>Planning and Instructional Design Learning Environment Instructional Delivery and Facilitation Assessment Continuous Improvement Professional Responsibility and Ethical Conduct</p>
Jeremiah, Kelly	Teacher, K-12	<p>The job duties and responsibilities of a middle school teacher include:</p> <p>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. 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> <p>Learning Environment:</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>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, 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> <p>Assessment: 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> <p>Continuous Professional Improvement: Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, attends and participates in faculty meetings, grade level meetings,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p> <p>Professional Responsibility and Ethical Conduct:</p> <p>Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction, maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information, assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures, participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement, adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns, responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction, accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/ differences/other languages, establishes and maintains cooperative relations with students, faculty, staff, and parents, assumes the responsibility to maintain a valid Florida teacher's certificate, performs other tasks and/or responsibilities as assigned by the principal.</p>
Mallet, Amanda	Teacher, K-12	<p>The job duties and responsibilities of a elementary school teacher include:</p> <p>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. 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> <p>Learning Environment:</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>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, 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> <p>Assessment: 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> <p>Continuous Professional Improvement: Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, attends and participates in faculty meetings, grade level meetings,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p> <p>Professional Responsibility and Ethical Conduct:</p> <p>Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction, maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information, assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures, participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement, adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns, responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction, accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/ differences/other languages, establishes and maintains cooperative relations with students, faculty, staff, and parents, assumes the responsibility to maintain a valid Florida teacher's certificate, performs other tasks and/or responsibilities as assigned by the principal.</p>

The job duties and responsibilities of a elementary school teacher include:

Mathias,
Melissa

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, 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.

Learning Environment:

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>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, 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> <p>Assessment: 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> <p>Continuous Professional Improvement: Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, attends and participates in faculty meetings, grade level meetings,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p> <p>Professional Responsibility and Ethical Conduct:</p> <p>Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction, maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information, assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures, participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement, adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns, responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction, accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/ differences/other languages, establishes and maintains cooperative relations with students, faculty, staff, and parents, assumes the responsibility to maintain a valid Florida teacher's certificate, performs other tasks and/or responsibilities as assigned by the principal.</p>
Moerscher, Roxana	Teacher, K-12	<p>The job duties and responsibilities of an elementary teacher include:</p> <p>Planning and Instructional Design:</p> <p>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> <p>Learning Environment:</p> <p>Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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> <p>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, 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> <p>Assessment: 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> <p>Continuous Professional Improvement: Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan, attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Professional Responsibility and Ethical Conduct: Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction, maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information, assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures, participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement, adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns, responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction, accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/ differences/other languages, establishes and maintains cooperative relations with students, faculty, staff, and parents, assumes the responsibility to maintain a valid Florida teacher's certificate, performs other tasks and/or responsibilities as assigned by the principal.</p>

Robbins,
Beth

Teacher, ESE

The job duties and responsibilities of the ESE Teacher are:
 Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan, collaborates with other teachers in full inclusion classrooms non-instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans, provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study, responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction, supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans, assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration, monitors

Name	Position Title	Job Duties and Responsibilities
		<p>and manages student behavior, reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies.</p> <p>The ESE Teacher also participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development, prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements, 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, responds to emergency situations, if nurse is not available, first aid and assistance to medically fragile children (e.g. tube feeding, toileting, diapering, etc.) to resolve immediate safety concerns and/or directing to appropriate personnel for resolution, for the purpose of providing appropriate care for children as assigned, directs para-professionals for the purpose of providing an effective classroom program and addressing the needs of individual students, and performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.</p>
White, Tammie	School Counselor	<p>The job duties and responsibilities of the elementary guidance counselor are to:</p> <p>Assist in the registration and placement of students, provide classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students, provide personal, social, behavioral, and/ or academic counseling. Facilitates referrals for students with special needs and 504 plans.</p>
Evans, Morgan	Instructional Media	<p>The job duties and responsibilities of the instructional media specialist (library media specialist) include:</p> <p>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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and how they impact the curriculum and instruction, and conducts ongoing formal and informal faculty Inservice in the field of technology. The instructional media specialist also 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, and provides own method of transportation to various locations when required.</p>
Dunham, Brenda	Paraprofessional	<p>The job duties and responsibilities of a paraprofessional are: Principal Duties and Responsibilities (Essential Functions): 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, 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; and performs related duties as required or assigned by the principal.</p>

Demographic Information

Principal start date

Monday 3/1/2021, Vesta Mosley B

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

15

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

1,016

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

20

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	86	108	95	112	130	140	123	106	111	0	0	0	0	1011
Attendance below 90 percent	0	14	19	11	29	24	17	14	18	0	0	0	0	146
One or more suspensions	0	0	0	3	3	6	2	17	17	0	0	0	0	48
Course failure in ELA	0	1	1	4	3	0	0	0	1	0	0	0	0	10
Course failure in Math	0	1	0	1	3	0	3	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	18	13	7	12	22	0	0	0	0	72
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	12	12	9	12	19	0	0	0	0	64
Number of students with a substantial reading deficiency	0	0	0	0	0	0	9	11	15	0	0	0	0	35

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	1	0	3	9	4	5	10	11	0	0	0	0	43	

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Friday 8/26/2022

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	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

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	68%	52%	55%					62%	61%
ELA Learning Gains	60%							48%	59%
ELA Lowest 25th Percentile	45%							46%	54%
Math Achievement	76%	35%	42%					62%	62%
Math Learning Gains	70%							50%	59%
Math Lowest 25th Percentile	60%							36%	52%
Science Achievement	63%	50%	54%					66%	56%
Social Studies Achievement	79%	53%	59%					69%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

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
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	36	36	25	42	59	53	26	44			
BLK	38	43	27	52	55		27				
HSP	70	62	62	76	68		71	82			
MUL	80	68		86	70		82		77		
WHT	68	59	41	76	72	64	60	81	45		
FRL	57	50	43	65	63	51	53	75	27		
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	77

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 concluded its first full year as a new school (21-22). With only one year of state assessment data, there are no trends to analyze at this time. However, there is data to identify strengths and areas of needed improvement.

Areas of Strength:

A. Grade Level Proficiency: Gr. 4 ELA (73%), Gr. 5. ELA (75%), Gr. 8 ELA (68%); Gr. 4 Math (80%), Gr. 5 Math (79%), Gr. 7 Math (61%)

B. Subgroups: SWD (59% Math LG, 53% Math LG L25%), Multi-Race ELA proficiency (80%) and ELA LG (68%)

C. Content Areas: Overall ELA Proficiency (68%), Overall Math Proficiency (76%), Overall Math Learning Gains (70%), Social Studies EOC Achievement (79%), Alg. I EOC (100%)

Areas of Needed Improvement:

A. Grade Levels: 7th grade ELA Proficiency (55%, district avg. 55%), 7th grade Math Proficiency (61%, district avg. 50%)

B. Subgroups: Black students (BLK) and Students with Disabilities (SWD) in the content areas of ELA and Science.

BLK: ELA Proficiency (36%), ELA LG (36%), ELA LG L25% (25%) and Science Proficiency (26%)

SWD: ELA Proficiency (38%), ELA LG (43%), ELA LG L25% (27%) and Science Proficiency (27%)

C. Content Areas: Overall ELA Lowest 25% (45%, district avg. 46%), Overall Science (63%, district avg. 66%)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Identified data components that demonstrate the greatest need for improvement include the following subgroups and content areas:

Content Area:

The most critical content areas in need of improvement to increase the overall school grade percentage is in the area of ELA Learning Gains L25% (East Bay: 45%, district: 46%, state: 54%).

Subgroups:

SWD students in all ELA categories-proficiency (36%), LG (36%), LG L25% (25%) and Science proficiency (26%)

BLK students in all ELA categories-proficiency (38%), LG (43%), LG L25% (27%) and Science proficiency (27%)

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

There were multiple contributing factors that impacted the lowest areas of student achievement. Last year, East Bay K-8 was a new school with students migrating from six surrounding schools. With an all new staff and new students, the staff needed to build a positive rapport with all stakeholders. Administration believes these areas will improve as staff and students grow together as a school family.

New actions that need to be taken to address the identified areas of needed improvement include:

ELA Learning Gains:

- A shift in instructional staffing and ESE inclusion staffing specifically in grade 7.
- A shift in instructional staffing in both intensive reading and intensive math.
- ELA PLC groups focused on high-yield instructional strategies using the Marzano growth model.
- Students are utilizing a more rigorous district approved reading curriculum for the second year, which will result in students feeling more comfortable with the format and challenging content.
- PBIS school-wide interventions will continue to promote a safe and positive campus and classroom learning environments, decrease office referrals, and increase student attendance.
- More administrator classroom walk-throughs with feedback.

SWD and BLK Subgroups:

- Implement PMPs and interventions with fidelity.
- Administration will hold teacher data chats after each Progress Monitoring window to ensure MTSS interventions are being implemented and documented with fidelity.
- Maximize intervention, ESE inclusion, and paraprofessional staff within the master schedule.
- MTSS team will review academic progress and behavior of targeted students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Strengths to celebrate:

Grade Level Proficiency: Gr. 4 ELA (73%), Gr. 5. ELA (75%), Gr. 8 ELA (68%); Gr. 4 Math (80%), Gr. 5 Math (79%), Gr. 7 Math (61%)

Subgroups: SWD (59% LG, 53% LG L25%), Multi-race ELA (80% proficiency and 68% LG)

Content Areas: ELA Proficiency (68%), Math Proficiency (76%), Math Learning Gains (70%), Social Studies EOC Achievement (79%), Alg. I EOC (100%)

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

In an effort to continue to increase existing high performance areas, administration will implement:

- Making adjustments to master schedule to make the PreK-8 model as efficient as possible to student learning.
- Allocate paraprofessional and ESE inclusion staff to maximize student support.
- Review state and progress monitoring data as a faculty, leadership team, and grade levels/departments to drill down on growth of specific students and high-yield instructional practices.
- Expect teachers to collaborate as a grade level and plan with a common assessment and use a backwards planning approach for consistent and rigorous daily lessons and assessments.
- Continue to set school-wide proficiency goals.
- Provide staff PD on the new Marzano observation model.
- Provide opportunities for parents to be involved in their child's education and learn ways they can help their child at home.

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

1. Strengthen MTSS team and consistent meeting calendar.
2. Selected two strong intervention teachers to maximize student gains in MTSS tier 3 reading groups.
3. Provide needed supplemental reading resources at the K-2 level to build proficiency readers.
4. Retain a consistent staff with less teacher turn-over.
5. Reduce interruptions during instructional time.
6. Continue to provide middle school students with opportunities for excelled course work and CTE courses.
7. Continue to plan for building financial capacity for additional computers, instructional technology, and instructional resources.
8. Continue to grow a safe and positive school culture and climate.

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.

Professional development opportunities that will be provided to support teachers and leaders include:

- Professional development during all monthly faculty meetings that focus on an indicator on the new Marzano observation model.
- Provide "Teaching Tuesdays" voluntary PD opportunities for teachers to share resources, instructional strategies, or resources for targeted students.
- Provide training on FAST assessment to ensure student achievement data is valid and implemented with fidelity.
- Provide effective teacher feedback after informal and formal observations using Leverage Leadership strategies.
- Provide effective guidance and feedback during pre-observation and post-observation conferences of

formal observations to improve teacher skillset.

-Utilize TIP (Teacher Induction Program) teachers for new teachers to the district/school.

-Utilize Mentor Coaches for teachers going through the alternative certification process.

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

Additional Services:

-Continue to utilize CDAC mental health counselors and MFLC (Military Family Life Counselors) to support students and families.

-Continue to maximize the librarian and media center resources to support a love or reading as well as lessons focused on grade level state standards.

-Continue to provide student mentoring/tutoring through Jr. Optimist Club

-Continue for the guidance department to work with families facing hardships to provide resources or resource outlets.

-Continue PBIS team meetings to support positive behavior and attendance.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The focus area will be utilized to increase low student performance areas of ELA. Based on 2022 ELA FSA results, Learning Gains in the Lowest 25% was a low performing area (45% made LG). Due to not receiving learning gains data as schools transition from the FSA to the FAST assessment, East Bay will focus on increasing overall ELA proficiency on the 2023 FAST ELA assessment.

Students identified as the lowest 25% based on the 2022 ELA FSA will be targeted with a goal of earning a proficient score on the 2023 ELA FAST assessment.

Focusing on instructional practices in all PreK-8 classrooms that emphasizes student mastery of grade level state standards by providing high-quality, high student engagement lessons to reach the analysis taxonomy level will increase student achievement for the targeted lowest 25%, as well as all students. Focusing on high-yield instructional strategies with evidence of student growth allows teachers and administration to make data driven instructional decisions to best meet the unique needs for each student. When teachers (and administration) better understand, are able to practice, and are provided feedback on how to implement effective instructional practices focused on standards-aligned instruction, student's receive high-quality education.

This focus area will promote an increase in student ELA learning proficiency on the 2023 ELA FAST assessment by enriching the educational experience for all students focusing on: high student expectations, deep engagement, offering rigorous grade-appropriate assignments, and strong instruction.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Content Area:

At least 70% of the East Bay K-8 students in grades 3-8 will earn a proficient scale score on the 22-23 ELA FAST Progress Monitoring 3 assessment (2022 ELA FSA: 68% proficient).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

ELA FAST Progress Monitoring data will be analyzed after fall, winter, and spring progress monitoring windows to identifying individual students academic strengths and growth areas as well as analyzing gains made in student learning throughout the school year.

The STAR assessment will be using to monitor student progress for grades K-2.

In addition to FAST and STAR progress monitoring data, classroom assessments and quarterly grades will be monitored measure student achievement.

The MTSS Team will monitor on a monthly basis the intervention progress of students requiring a Progress Monitoring Plan (PMP) in the area of ELA.

Person responsible for

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

**monitoring
outcome:**

**Evidence-
based**

Strategy:

**Describe the
evidence-
based
strategy
being
implemented
for this Area
of Focus.**

Source: Learning Sciences International (LSI)

Marzano Center Teacher Observation Evaluation Model

A deep implementation of continuous teacher and leader growth systems, focusing on best practices to support educators in improving their daily practice. Marzano Center partners with states, districts, and schools to build educator expertise so that every student will become a better learner.

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

Source: Learning Sciences International (LSI)

East Bay K-8 is committed to ensure that students are on track to meet the more rigorous college and career readiness standards. The Marzano Evaluation Model is a growth model to improve teacher effectiveness and efficiency which results in increased student achievement. This strategy supports the district and school's mission: To love, educate, and prepare all students for graduation and a successful future.

**Describe the
resources/
criteria used
for selecting
this strategy.**

Selecting this evidence-based strategy will contribute to improvements of the focus area to increase overall performance areas of ELA proficiency , which includes the cohort of students in the 2022 ELA FSA Learning Gains in the Lowest 25% that did not show learning gains.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Administration to be trained by Marzano representatives and district staff.
2. Administration to provide effective PD to staff.
3. Administration to provide required observations and effective feedback for teachers
4. Teachers are expected through the observation model to collaborate and help other colleagues to grow.
5. Administration to collect and analyze student achievement data after each FAST progress monitoring window.

Person

Responsible

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2022 FSA proficiency and learning gains data of student subgroups, the Students with Disabilities (SWD) scored far below that of the overall student body in the areas of ELA proficiency (36%, overall ELA proficiency: 68%), ELA LG (36%, overall ELA LG: 60%), ELA LG in the Lowest 25% (25%, overall ELA LG L25: 45%), and Science proficiency (26%, overall 5th/8th Science proficiency: 63%) Improvements need to be made to increase student achievement in ELA and Science for targeted SWD students. If strong improvements can be made, the gains will contribute to an increase in the categories of ELA and Science proficiency on the 2023 ELA FAST and 2023 SSA assessments.
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Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

- 1, Of the targeted students in the SWD subgroup, at least 50% of the students will be proficient on the 2023 ELA FAST Progress Monitoring 3 in grades 3-8.
2. Of the targeted students in the SWD subgroup, at least 50% of the students will be proficient on the 22-23 Science State Assessment in grades 5 and 8.

22-23 ELA FAST Progress Monitoring 3 and the 2023 Science State Assessment will be used to monitor the desired outcome of the goals stated for the targeted subgroup of SWD students.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

ELA FAST and the Science Progress Learning progress monitoring data will be analyzed after fall, winter, and spring progress monitoring windows to identifying individual students academic strengths and growth areas as well as analyzing gains made in student learning throughout the school year.

The STAR ELA assessment will be used to monitor ELA student progress for grades K-2.

In addition to FAST, STAR, and Progress Learning monitoring data, classroom assessments and quarterly grades will be monitored measure student achievement.

The MTSS Team will monitor on a monthly bases the intervention progress of students requiring a Progress Monitoring Plan (PMP).

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented

Tier I Evidence-based Strategy:
Effective Questioning to Help Students Elaborate on Content.
The teacher uses a linear sequence of increasingly complex questions that require students to critically think about the content at the appropriate taxonomy level. Questions that extend reasoned inference by requiring students to provide logical support and evidence for their conclusion.

for this Area of Focus.	<p>The teacher asks students to provide evidence that supports their elaborations. Such questions commonly include:</p> <ul style="list-style-type: none"> • Asking students to identify sources that support their elaborations • Asking students to explain the reasoning they used to construct their elaborations • Asking students to qualify or restrict some of their conclusions • Asking students to find errors in the reasoning used to construct their elaborations • Asking students to examine their elaborations from different perspectives <p>Source for Strategies: Learning Sciences International (LSI) Marzano Center (https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf)</p>
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	<p>Source for Rationale: Northern Illinois University, Center for Innovative Teaching and Learning</p> <p>"Asking students challenging & thought-provoking questions encourages students to tap their existing mental models and build upon previous knowledge. Faculty can ask key questions to get students to see the relevance of a topic. In turn, it is hoped that students will then ask follow-up questions, engaging in dialogue while critically analyzing viewpoints shared. Therefore, by encouraging students to ask questions faculty provide opportunities for students to become actively engaged in the learning process while also developing valuable metacognitive skills that will benefit them the rest of their lives."</p> <p>This strategy will benefit SWD students by keeping students engaged in the lesson, increase logical thinking skills, & build a skill of providing evidence to justify thinking. Consistent implementation of this strategy will result in increased student performance.</p>

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. SWD will be monitored through the MTSS process to close achievement gaps.
2. Tier 3 Reading SWD students will receive intervention by a reading endorsed teacher.
3. School ESE caseload managers will ensure IEP goals, minutes, and accommodations are accurate for yearly IEP review meetings.
4. Administration will ensure PD is provided to support teachers with implementing this strategy with fidelity.
5. Administration will conduct classroom walk-throughs, informal, and formal observations with specific feedback to all teachers.
6. Administration will ensure teachers have the opportunity to participate in district provided PD which focus on increasing student performance for SWD students.
7. PLC groups will discuss example Teacher Instructional Techniques and Student Evidence of Desired Effect for this indicator on the Marzano Growth Model Evaluation Tool.

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

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

Area of Focus
Description and
Rationale:
Include a rationale
that explains how it
was identified as a
critical need from the
data reviewed.

Based on 2022 FSA proficiency and learnings gains data of student subgroups, the Black/African-American Students (BLK) scored far below that of the overall student body in the areas of ELA proficiency (38%, overall ELA proficiency: 68%), ELA LG (43%, overall ELA LG: 60%), ELA LG in the Lowest 25% (27%, overall ELA LG L25: 45%), and Science proficiency (27%, overall 5th/8th Science proficiency: 63%)

Improvements need to made to increase student achievement in ELA and Science for targeted BLK students. If strong improvements can be made, the gains will contribute to an increase the categories of ELA proficiency and Science Proficiency. (Learning gains will not be reported on 2023 FAST assessments).

Measurable Outcome:
State the specific
measurable outcome
the school plans to
achieve. This should
be a data based,
objective outcome.

1. Of the targeted students in the BLK subgroup, at least 50% of the students will be proficient on the 2023 ELA FAST Progress Monitoring 3 in grades 3-8.

2. Of the targeted students in the BLK subgroup, at least 50% of the students will be proficient on the 2023 Science State Assessment in grades 5 and 8.

22-23 ELA FAST Progress Monitoring 3 and the 2023 Science State Assessment will be used to monitor the desired outcome of the goals stated for the targeted subgroup of Black/African-American students.

Monitoring:
Describe how this
Area of Focus will be
monitored for the
desired outcome.

ELA FAST and the Science Progress Learning progress monitoring data will be analyzed after fall, winter, and spring progress monitoring windows to identifying individual students academic strengths and growth areas as well as analyzing gains made in student learning throughout the school year.

The STAR ELA assessment will be used to monitor ELA student progress for grades K-2.

In addition to FAST, STAR, and Progress Learning monitoring data, classroom assessments and quarterly grades will be monitored measure student achievement.

The MTSS Team will monitor on a monthly basis the intervention progress of students requiring a Progress Monitoring Plan (PMP).

Person responsible
for monitoring
outcome:

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

Tier I Evidence-based Strategy: Helping Students Examine Their Reasoning

Evidence-based
Strategy:
Describe the
evidence-based
strategy being
implemented for this
Area of Focus.

The teacher helps students produce & defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, or procedures. The desired effect is evidence that demonstrates students can identify & articulate errors in logic or reasoning and/or provide clear support for a claim.

Example Teacher Instructional Techniques:

-Model the process of making and supporting a claim

- Model constructing viable arguments & critiquing the mathematical reasoning of others
- Ask students to examine logic of their errors in procedural knowledge when problem solving
- Ask students to provide evidence (textual evidence) to support their claim and examine the evidence for errors in logic or reasoning
- Use specific strategies to help students examine & analyze information for errors in content or their own reasoning
- Guide students to understand how their culture impacts their thinking

Source for Strategies: Learning Sciences International (LSI) Marzano Center (https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM_Updated_Michigan_08312017.pdf)

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

Source for Rationale: Carnegie Learning (Carnegielearning.com)
"Self-explaining establishes connections between conceptual and procedural knowledge. These connections both contextualize the knowledge (providing the why) and make it easier to remember. Self-explaining can be a powerful tool for students both when they learn new concepts and when they access that knowledge while solving a problem, so giving them chances to explain can have an impact on their success."

This strategy will benefit the subgroup of BLK students by building students' skillset of examining and analyzing their own reasoning and providing evidence to support their thinking. Consistent implementation of this strategy will result in increased student performance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Struggling students in the BLK subgroup will be monitored through the MTSS process to close achievement gaps. Students in this subgroup with a Progress Monitoring Plan (PMP) will be monitored monthly to ensure intervention progress in being made.
2. Academic progress of targeted BLK students monitored and discussed in grade-level meetings and grade-level PLC groups.
3. Administration will ensure school-based PD is provided to support teachers to implement this strategy with fidelity.
4. Administration will conduct classroom walk-throughs, informal, and formal observations with specific feedback to all teachers to ensure BLK students are receiving grade-appropriate assignments, strong instruction, provided opportunities for deep-student engagement, and held to high expectations.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

As a new school starting year two, East Bay continues to establish a positive school culture and environment. 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.

Administration sets the tone for the culture and climate of the school. East Bay administration has communicated a clear vision and mission for the school with behavioral expectations and high academic expectations that are upheld. East Bay has just started its second school year, administration continue to work with our PBIS team to educate new staff and all students of our L.E.A.D.S. values (Leadership, Equity, Accountability, Discovery, Service).

East Bay will continue 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. Opportunities for parents and guardians to stay involved at East Bay K-8 include: volunteering in classrooms and during school events, eating with their children at lunch, volunteering during fieldtrips, serving on the School Advisory Council (SAC), and on our Parent Support Team.

The school has a strong PBIS presence that supports our L.E.A.D.S. values (Leadership, Equity, Accountability, Discovery, Service) and builds a strong positive school culture for modeling these behavior expectations. Providing a safe, warm learning environment for all students and staff is a top priority.

At the conclusion of each school year, East Bay analyzes discipline, attendance and student performance data, as well as student and parent climate survey data to determine strength and growth priorities. Using data and collaborating with our SAC, Parent Support Team, and Leadership Team allows for strong stakeholder input. With data and collaborative stakeholder input, adjustments can be made to continue to promote a positive school culture and environment.

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

1. Administration-Sets the tone of a positive school culture and environment.
2. School Leadership Team-Chairmen for each grade level and department work closely with administration to gather input from their teams and bring concerns promptly to administration. The Leadership Team is

able to share and disseminate information to staff teams, further creating a team approach.

3. All East Bay instructional and educational support staff. All staff are expected to adhere to school and district policies and promote a positive school culture and learning environment.

4. Support staff members that work with students: Guidance department, CDAC Mental Health counselor, MFLC (Military Family Life Counselors), Dean of Students

5. Contracted employees-ABM (Custodial) and STA (bus transportation) that work with parents and students.

6. Parent Support Team-Group of parent volunteers that help to ensure school events are successful and students and staff are recognized.

7. Parents/Guardians-Are responsible for being a team member towards a positive school experience for their child.

8. Community and Business Stakeholders