

Escambia County School District

Success Academy



2022-23 Ungraded Schoolwide Improvement Plan

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Success Academy

7045 WYMART RD, Pensacola, FL 32526

www.escambiaschools.org

Demographics

Principal: Dawn Gibbs B

Start Date for this Principal: 7/1/2016

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Multiracial Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Success Academy we believe that all students can be successful and that the first step in achieving success is believing that you are capable of success. Our purpose is to create an environment where students can work at their own pace in rigorous and relevant coursework to develop a sense of ownership over their own learning.

Provide the school's vision statement.

Success Academy believes that we have the responsibility to our students to accept them as individuals, to assess their needs and interests, and to provide a varied well-organized curriculum which will promote positive academic, social, physical, and emotional growth. We strive to create a safe environment with meaningful educational opportunities that motivate students at all levels to achieve at their highest potential. We recognize that adolescents are experiencing a transition marked by rapid changes in physical growth, relationships with peers and adults, perception of themselves, and formation of values. In conjunction with the family and community, the ultimate goal of Success Academy is to help students to become responsible and empowered citizens.

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

We work with students from all over the district that have either been behaviorally removed from their schools or are academically behind and have applied to attend. The majority of our students change each year and we do not know who our students will be until after school starts. We use smaller class sizes and tier 2 and 3 interventions with all students to provide additional supports to help students achieve success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gibbs, Dawn	Principal	Oversee the preparation and implementation of the plan. To provide access to school resources in order to achieve goals determined by the leadership team. Develop and schedule opportunities for the team to meet and plan for implementation.
Joiner, David	Assistant Principal	Assist in the creation and implementation of the plan. Handle duties that include scheduling of facilities and resources. Leadership development for teachers and students. Maintains data for behavior and discipline incidents.
Roberts, Allison	Teacher, K-12	Plan and implement activities as they relate to the reading or English department and their goals. Determine schedule for ELA goals and responsibilities. Provide training when necessary to any departments.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

n/a

Demographic Information

Principal start date

Friday 7/1/2016, Dawn Gibbs B

Total number of students enrolled at the school.

250

Total number of teacher positions allocated to the school.

27

Number of teachers with professional teaching certificates?

27

Number of teachers with temporary teaching certificates?

0

Number of teachers with ESE certification?

12

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

2

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

3

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	9	21	44	46	53	43	16	232
Attendance below 90 percent	0	0	0	0	0	0	5	12	30	31	38	31	10	157
One or more suspensions	0	0	0	0	0	0	3	15	21	23	28	18	6	114
Course failure in ELA	0	0	0	0	0	0	2	9	7	18	14	18	5	73
Course failure in Math	0	0	0	0	0	0	3	9	7	15	13	13	6	66
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	4	13	30	26	33	22	3	131
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	4	14	27	12	1	0	0	58
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	5	20	31	32	38	32	11	169

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	7	8	18	12	9	2	60
Students retained two or more times	0	0	0	0	0	0	3	9	17	11	18	7	0	65

Date this data was collected or last updated

Tuesday 8/23/2022

2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	11	22	42	36	47	41	21	220
Attendance below 90 percent	0	0	0	0	0	0	6	12	22	20	34	26	9	129
One or more suspensions	0	0	0	0	0	0	3	7	10	16	18	15	4	73
Course failure in ELA	0	0	0	0	0	0	2	8	11	11	22	14	6	74
Course failure in Math	0	0	0	0	0	0	4	5	9	12	25	15	8	78
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	6	15	26	22	24	20	10	123
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	7	11	28	14	6	1	1	68
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	3	2	8	3	2	18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	5	8	16	16	27	23	9	104

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	1	11	17	13	13	9	0	64
Students retained two or more times	0	0	0	0	0	0	7	13	19	10	16	9	4	78

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		42%	51%					49%	56%
ELA Learning Gains								47%	51%
ELA Lowest 25th Percentile								33%	42%
Math Achievement		33%	38%					42%	51%
Math Learning Gains								48%	48%
Math Lowest 25th Percentile								41%	45%
Science Achievement		33%	40%					59%	68%
Social Studies Achievement		47%	48%					62%	73%

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
06	2022					
	2019	0%	42%	-42%	54%	-54%
Cohort Comparison						
07	2022					
	2019	6%	43%	-37%	52%	-46%
Cohort Comparison						
08	2022					
	2019	12%	50%	-38%	56%	-44%
Cohort Comparison						
		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	36%	-36%	55%	-55%
Cohort Comparison						
07	2022					
	2019	6%	50%	-44%	54%	-48%
Cohort Comparison		0%				
08	2022					
	2019	11%	21%	-10%	46%	-35%
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	42%	-42%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	24%	58%	-34%	67%	-43%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	11%	54%	-43%	71%	-60%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	9%	62%	-53%	70%	-61%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	14%	52%	-38%	61%	-47%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	21%	47%	-26%	57%	-36%

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		6		9	42					77	
BLK		15			31		4	8		69	17
WHT	19	14		21	46		21	15		73	26
FRL	5	17		7	33		6	14		70	11

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD		35			25						
BLK		31			17					59	12
WHT	19	14		4	8		20			53	
FRL	15	17		4	16		13	7		55	27

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		22			53						
BLK	4	35		10	23					20	
WHT	14	32		15	44					43	
FRL	9	24		11	39		13	8		33	

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	259
Total Components for the Federal Index	10
Percent Tested	88%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
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	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	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	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	20
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

Data Analysis

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Our areas of focus included learning gains for both reading and math. We pushed for implicit vocabulary instruction in all subject areas last year and began a school wide reading program. In math we completely changed our math instruction to include daily math instruction for every student and grouped students according to their math needs.

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

Our math learning gains showed the most improvement, those of white students being the greatest improvement. Our white students went from an 8% learning gains in 2021 to 46% learning gains in 2022. But the gains across all demographics were significant. In order to achieve this we completely changed the way that we approached math instruction. Students met in math classes everyday for at least one hour, our students with disabilities also met with their ESE aide twice each week to review their math.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Our students with disabilities showed the greatest drop in students with learning gains in reading losing 29 percentage points between 2021 and 2022. Attendance posed the greatest barrier for this area. Our students had a 65% average daily attendance during the year, which interrupted our ability to progress monitor students since they constantly missed assessments.

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

Math improved across every grade level and demographic last year while reading either dropped dramatically or remained stagnate.

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

We need to continue the push in Math with longer and more frequent math instruction. In reading we have to work to implement more opportunities for students to read independently and to provide more specific vocabulary support for students.

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

We are planning a book study on the Essential 25 which discusses the specific vocabulary that improves student understanding. This will be implemented school wide with a push for evidence on a weekly basis as witnessed by classroom walkthroughs.

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our students with disabilities, as well as all other students, experienced significant set backs in ELA.

Measurable Outcome:

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

In reading learning gains, each subgroup will achieve at least 50% learning gains

Monitoring:

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

Through the use of the BEST progress monitoring system which will be given 3 times during the school year. We will also weekly monitor the number of minutes students are spending reading independently.

Person responsible for monitoring outcome:

Dawn Gibbs (dgibbs@ecsdfi.us)

Evidence-based Strategy:

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

Use of The Essential 25 in teaching vocabulary. Greater emphasis on having students spend time reading independently each day.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We used the What Works Clearinghouse to determine the best strategies for improving student performance in reading. Both explicit vocabulary instruction and independent reading time have a high efficacy rate for student 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.

No action steps were entered for this area of focus

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

We will monitor the progress for all ESSA subgroups with regard to reading since it was a problem area for all students.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

While we made significant improvements in math in all ESSA areas we are still below 50% in those same areas. We need to continue pushing until all areas reach that 50% mark

Measurable Outcome:

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

In all ESSA groups 50% of students will make learning gains in math.

Monitoring:

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

We will monitor this through FAST testing given 3 times during the school year.

Person responsible for monitoring outcome:

Dawn Gibbs (dgibbs@ecsdfl.us)

All of these strategies are from the What Works Clearinghouse.

Evidence-based Strategy:

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

1. Explicit vocabulary instruction
2. Provide academic support and enrichment to improve academic performance.
3. Create a classroom environment that sparks initial curiosity and fosters long-term interest in math and science.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

We feel that the deficits that students experience in acquisition of language and vocabulary adversely impact their ability to assimilate new math information. Use of vocabulary across the curriculum will help improve student understanding and performance. Daily academic support in math to pinpoint areas of need will help fill in achievement gaps. Providing opportunities for students to make connections between real world experience with math and science will improve student engagement with the curriculum.

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.

Book study to address vocabulary strategies in the classroom will be provided by the Literacy Leadership committee.

STEM activities will be rotated through all classes on a biweekly basis and overseen by the resource teacher, Mrs. Geri.

Person Responsible

Dawn Gibbs (dgibbs@ecsdfl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We have no students who meet this criteria

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

We have no students who meet this criteria

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

We have no students who meet this criteria

Grades 3-5: Measureable Outcome(s)

We have no students who meet this criteria

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We have no students who meet this criteria

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

We have no students who meet this criteria

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

We have no students who meet this criteria

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

We have no students who meet this criteria

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Student Attendance

Describe how data will be collected and analyzed to guide decision making related to the selected target.

We will be collecting weekly data about our average daily attendance and reporting this information to the superintendent's office. We are using the book, School Leader's Guide to Tackling Attendance Challenges, to guide many of our practices during the school year. These include building a team to address attendance issues and implementing strategies that address the schoolwide priority.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

The weekly data that is sent to the superintendent's office will be published on the school's and district's websites. A committee will be developed at the school to address areas of concern and determine appropriate strategies based on specific needs. This committee will distribute the information to stakeholders as needed.

Describe how implementation will be progress monitored.

Weekly reporting

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.

Action Step	Person Responsible for Monitoring
1. Set average daily attendance goal	Gibbs, Dawn, dgibbs@ecsdf1.us
2. Develop a committee of school personnel to monitor and oversee progress.	Joiner, David, djoiner@escambia.k12.fl.us
Set calendar for committee and progress monitoring.	Joiner, David, djoiner@escambia.k12.fl.us