

Santa Rosa County School District

East Bay K 8 School



2023-24

Schoolwide Improvement Plan (SIP)

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East Bay K 8 School

2535 ELKHART DR, Gulf Breeze, FL 32566

[no web address on file]

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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 deemed appropriate, communicates through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Keegan, Alison	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, 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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>
Hibschman, Stefanie	Teacher, K-12	Same duties as K-12 teacher above
Mathias, Melissa	Teacher, K-12	Same duties as K-12 teacher above
Christian, Megan	Teacher, K-12	Same duties as K-12 teacher above
Sevilla, Jen	Teacher, K-12	Same duties as K-12 teacher above
Mallet, Amanda	Teacher, K-12	Same duties as K-12 teacher above
Gonzalez, Ariel	Teacher, K-12	Same duties as K-12 teacher above
Pritchard, Joe	Teacher, K-12	Same duties as K-12 teacher above
Jeremiah, Kelly	Teacher, K-12	Same duties as K-12 teacher above
Cunningham, Michelle	Teacher, K-12	Same duties as K-12 teacher above

Name	Position Title	Job Duties and Responsibilities
Robbins, Beth	Teacher, ESE	<ul style="list-style-type: none"> • 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 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. • 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. • Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Name	Position Title	Job Duties and Responsibilities
White, Tammie	School Counselor	<ul style="list-style-type: none"> • 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 to identified individuals or small groups • Oversee the provision of career development activities for students • Administer initial screenings and coordinates the referral process for identification and placement of students with special needs • Provide appropriate consultation with parents on all issues related to student success • Provide appropriate consultation and staff development to school personnel as needed • Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students • Track attendance and develop appropriate truancy intervention plans • Assist with referrals to other service providers and outside agencies • Facilitate Integrated Services Team meetings • Develop 504 plans and health care plans as needed • Maintain access to current information regarding community resources • Organize community service projects • Coordinate district and state-mandated assessments and assist in the interpretation of results to parents, students, and other school staff. • Provide or assists with student orientation • Evaluate the guidance program on a continuing basis • Consult with school personnel on issues regarding student discipline • Assist in the orientation of new faculty and staff members • Assist with parent/teacher conferences as requested • Oversee the proper maintenance of student records as required by applicable policies, regulations, and procedures • Attend and participate in faculty meetings • Accept responsibility for extra-curricular activities as assigned • Attend professional meetings and staff development activities • Maintain a valid Florida teacher's certificate • Provide own method of transportation to various locations when required • Perform other tasks and responsibilities as assigned by the principal
Vance, Kristin	Other	<p>Essential functions are fundamental job duties. They do not include marginal tasks which are also performed but are incidental to the primary functions. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position, nor does every position allocated to the class necessarily perform every duty listed.</p> <p>Personal characteristics required of all employees such as honesty, industry, sobriety and the ability to get along with others, are presumed qualities and may not be listed specifically.</p> <ul style="list-style-type: none"> • Performs duties of staff assistant and participates directly in the work of the supervisor such as interviewing visitors, securing details of specialized information coordinating office work and providing information regarding

Name	Position Title	Job Duties and Responsibilities
		<p>the services and operation of the unit and may function as receptionist;</p> <ul style="list-style-type: none"> • Keeps supervisor's appointment calendar and schedules appointments; • Receives and screens calls and refers callers to other employees; • Takes notes and minutes of conferences, meetings and functions as required; • Prepares forms independently and composes letters for supervisors' signature; • Sets up and maintains specialized files and files letters, reports and related technical information in the prescribed manner; • Assembles information for supervisor's use and opens, prioritizes and processes mail and may act as lead worker; • Types, performs data input, proofs and processes letters, forms, manuals, reports, schedules, booklets, requisitions, purchase orders and related paper work; • Types information or enters data in computer containing specialized technical terminology; • Uses computer, data entry or word processors to input data and retrieves data for informational reports; • Performs research and retrieval of records and data; • Conducts statistical comparison of information for supervisor's use; • Assists in the preparation and maintenance of departmental records, maintains bookkeeping, fiscal records, time and payroll records; • Performs other duties as required or assigned.
Evans, Morgan	Instructional Media	<ul style="list-style-type: none"> • Organizes and implements an open-concept media program which fully supports the educational goals and objectives of the school. • Supports curriculum through cooperative planning and consultation with faculty and administration. • Creates and facilitates an appropriate atmosphere of educational innovation and accepts leadership responsibilities for new directions in educational development. • Instructs small and large groups in sequential information retrieval skills. • Teaches lessons with specific objectives defined by and in cooperation with individual teachers. • Provides guidance in selection, location, utilization and evaluation of print and non-print materials and in technology. • Furnishes reading guidance for patrons with unique needs and encourages all patrons to adopt lifelong reading interests. • Maintains continuing knowledge and awareness of new technologies and how they impact the curriculum and instruction. • Conducts ongoing formal and informal faculty Inservice in the field of technology. • Trouble shoots malfunctioning equipment. • Evaluates, selects, and orders print and non-print materials, and removes those no longer usable. • Establishes circulation procedures which assure maximum availability of resources to all patrons. • Initiates and directs management procedures for Media Center, including

Name	Position Title	Job Duties and Responsibilities
		<p>supervision of clerical routines and maintenance of all records relating to collection management.</p> <ul style="list-style-type: none"> • Prepares and submits all required reports for Media Center usage and activities. • Formulates and administers Media Center budget. • Supports professional organizations at district, state and national levels. • Evaluates and restructures media program, as needed, soliciting input from total school population. • Ensures professional growth through attendance at seminars, conferences, and university courses, and through extensive professional reading. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs other tasks and/or responsibilities as assigned by the principal. • Provides own method of transportation to various locations when required.
Wright, Torey	Dean	<ul style="list-style-type: none"> • Coordinate with administration and staff in the development of the school's discipline plan • Manage and enforce school behavioral expectations • Facilitate cooperation among all stakeholders (administration, teachers, parents, students) in the appropriate handling of student disciplinary issues • Maintain and periodically review student disciplinary records • Serve as a resource to staff in dealing with classroom management issues and recommend curricular and classroom adjustments to meet the special learning needs of individual students • Supervise students in order to maintain a safe and orderly environment • Assist the Principal in promoting the welfare of all students and staff and in maintaining a clean and safe school facility. May enter work orders as needed. • Assist the Principal in coordinating all aspects of the elementary curriculum • Assist teachers in interpreting and implementing the District's curriculum • Participate in proposed and ongoing curriculum development projects • Assist the Principal in planning and carrying out staff and parent curriculum meetings • Serve as a member of the school's integrated services team • Assist the Principal in creating and adjusting the school master schedule and duty schedules • Establish and maintain a system of school-wide textbook accountability • Schedule and plan inservice programs as directed by the Principal and prepare required reports • Assist the Principal in maintaining accurate inventory records • Assist the Principal in grade placement and grouping of students • Assist the Principal in planning and implementing the school improvement program • Prepare such records and reports as the Principal may assign

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Complete special assignments assigned by the Principal • Assume building responsibility in the absence of the Principal • Participate in professional development activities appropriate for the position • Assist in the supervision of all school activities and programs • Maintain high visibility within all areas of the facility • Perform other tasks consistent with the goals and objectives of this position

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Three groups of stakeholders were presented with school wide data after each progress monitoring window from the 22-23, the School Advisory Council, the School Leadership Team, and the volunteer Parent Support Team. The School Advisory Council met administration after PM3 of the 22-23 school year. The data was analyzed and the SAC Council provided feedback and suggestions for this school year. The School Leadership Team, as well as the Parent Support Team met over the summer. School wide data was reviewed and specific areas of needed improvement were identified with action steps to address the needs. In addition to school wide data, the School Leadership Team analyzed the Studer staff, student, and parent climate surveys to determine areas for improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Leadership Team meets monthly. School data after each FAST/STAR progress monitoring is viewed, as well as attendance and behavior data. The data is discussed and the SIP goals are reviewed for possible revisions, as needed. The School Advisory Council meets quarterly and school wide data and SIP goals are reviewed for input at every meeting. Additionally, administration meets with the district's Continuous Improvement Department and district grade level directors and coordinators each semester for an MTSS/SIP review. SIP academic data, behavior, and attendance data, goals, and the school's action plan are reviewed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	32%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	5	14	16	14	9	16	16	12	102	
One or more suspensions	0	0	6	0	2	6	4	8	10	36	
Course failure in English Language Arts (ELA)	0	0	0	2	4	1	2	0	2	11	
Course failure in Math	0	0	0	1	2	1	2	3	5	14	
Level 1 on statewide ELA assessment	0	0	0	0	7	13	12	8	10	50	
Level 1 on statewide Math assessment	0	0	0	0	0	1	9	10	8	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	7	7	14	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	2	1	4	4	7	6	7	31

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	2	1	7	1	0	0	1	16
Students retained two or more times	0	0	0	0	1	0	1	0	1	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	14	19	11	29	24	17	14	18	146	
One or more suspensions	0	0	0	3	3	6	2	17	17	48	
Course failure in ELA	0	1	1	4	3	0	0	0	1	10	
Course failure in Math	0	1	0	1	3	0	3	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	0	18	13	7	12	22	72	
Level 1 on statewide Math assessment	0	0	0	0	12	12	9	12	19	64	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	9	11	15	35	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	14	19	11	29	24	17	14	18	146	
One or more suspensions	0	0	0	3	3	6	2	17	17	48	
Course failure in ELA	0	1	1	4	3	0	0	0	1	10	
Course failure in Math	0	1	0	1	3	0	3	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	0	18	13	7	12	22	72	
Level 1 on statewide Math assessment	0	0	0	0	12	12	9	12	19	64	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	9	11	15	35	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	51	53	68	52	55			
ELA Learning Gains				60					
ELA Lowest 25th Percentile				45					
Math Achievement*	77	50	55	76	35	42			
Math Learning Gains				70					
Math Lowest 25th Percentile				60					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	66	49	52	63	50	54			
Social Studies Achievement*	81	56	68	79	53	59			
Middle School Acceleration	63	51	70	49	41	51			
Graduation Rate		86	74		51	50			
College and Career Acceleration		44	53		61	70			
ELP Progress		47	55		48	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	418
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	570
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	44			
ELL				
AMI				
ASN				
BLK	61			
HSP	69			
MUL	77			
PAC				
WHT	70			
FRL	59			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL				
AMI				
ASN				
BLK	40	Yes	1	
HSP	70			
MUL	77			
PAC				
WHT	63			
FRL	54			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			77			66	81	63			
SWD	41			46			47	27			5	
ELL												
AMI												
ASN												
BLK	54			68							2	
HSP	58			74			59	83			4	
MUL	70			86			76	92	73		6	
PAC												
WHT	68			76			68	80	58		6	
FRL	56			70			54	66	52		6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	68	60	45	76	70	60	63	79	49			
SWD	36	36	25	42	59	53	26	44				
ELL												
AMI												
ASN												
BLK	38	43	27	52	55		27					
HSP	70	62	62	76	68		71	82				
MUL	80	68		86	70		82		77			
PAC												
WHT	68	59	41	76	72	64	60	81	45			
FRL	57	50	43	65	63	51	53	75	27			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	69%	64%	5%	54%	15%
07	2023 - Spring	60%	54%	6%	47%	13%
08	2023 - Spring	62%	56%	6%	47%	15%
04	2023 - Spring	71%	68%	3%	58%	13%
06	2023 - Spring	71%	55%	16%	47%	24%
03	2023 - Spring	66%	61%	5%	50%	16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	87%	63%	24%	54%	33%
07	2023 - Spring	58%	48%	10%	48%	10%
03	2023 - Spring	80%	70%	10%	59%	21%
04	2023 - Spring	72%	72%	0%	61%	11%
08	2023 - Spring	89%	76%	13%	55%	34%
05	2023 - Spring	71%	63%	8%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	72%	58%	14%	44%	28%
05	2023 - Spring	60%	55%	5%	51%	9%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	58%	42%	50%	50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	55%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	71%	12%	66%	17%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The 2023 data component with the lowest performance is in the area of Science. East Bay K-8 fifth and eighth grade students, as a combined group, did improve by 3%, from 63% to 66%, however, this is still our overall lowest performing area. A contributing factor is instructional time is limited for science instruction at the elementary level. Additionally, the science assessment requires students to read and analyze content specific information and graphs. Our students who struggle with reading comprehension in order to analyze data, are performing below level on the science assessment.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The only data component declined in East Bay's 2023 state assessment data was in the area of 2023 ELA FAST proficiency, declining one percentage point from (2022) 68% proficiency to (2023) 67% proficiency. Factors that may have contributed to this one percentage point decline are the changes in instructional staff and teachers adjusting to the new district adopted reading curriculum in 2021-2022.

ELA teachers are becoming comfortable with the changes in treading curriculum and reflecting on the most effective and efficient methods to implement the content.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

No data components were below the state average.

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

The 2023 data component with the most improvement was Social Studies, 7th Civics EOC, increasing from 79% to 83% pass rate. Actions taken in this area include a change in the master schedule to assign Civics to one teacher instead of three in the previous year. This led to more consistency with the delivery of the content. Secondly, professional development in the area of Marzano best practices was implemented for all staff. This led to higher student engagement and more student collaboration.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Student Attendance-In the 2022-2023 school year, 121 students had an attendance rate below 90%.
2. ELA Level 1 students-Based on the 2023 FAST assessment in grades 3-8, 67 students earned a level 1. (80 students earned a level 1 on the ELA 2022 the previous year. While this is a decline in level 1 students, it is a goal to continue to reduce the number of level 1 students in the area of ELA.)

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improve fifth grade Science proficiency achievement (60% proficiency)
2. Improve seventh (60%) and eighth (62%) grade ELA proficiency achievement
3. Improve seventh (58%) Math proficiency achievement.
4. Decrease office discipline referrals (92% of the school population had 0-1 office discipline referral)

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teacher/staff attendance was identified as a crucial need based a review of 2023 staff attendance as compared to district attendance. East Bay K-8 instructional attendance rate was 90.91%. Non-Instructional was 92.31%. This was below the district staff attendance rate of 92.33%.

Measurable Outcome:

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

Measurable Outcome: The overall East Bay K-8 staff attendance rate for the 23-24 school year will increase to 93% or higher.

Monitoring:

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

Administration will review staff attendance quarterly.

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data, behavior, and attendance data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Interventions to increased staff work attendance include:

1. Staff will be recognized by administration for consistent attendance through "Wows" in the principal's wrap-up through email.
2. Ensure the district policy on unpaid personal leave is followed.
3. Meet with individual staff members to address attendance concerns prior to the individual being in unpaid leave status.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ten days of absence from the classroom reduces a student's achievement score by around 3.3%, this may result in lower state proficiency rankings due to less consistent instruction and a reduction in instructional intensity.(1)

The single most important factor in student achievement is the quality of the teacher. However, if the teacher isn't present, it has an impact on every student assigned to that teacher. Whereas, if a student is absent, the effect is only on the one student. (1)

Various studies also show that teacher absenteeism can cause staff turnover, low morale (having to cover other classes for absent teachers) resentment of colleagues. (1)

A 5% increase in teacher absence can reduce learning by 4%-8% of average gains over the course of a year. (1)

(1) Source: www.gogreenva.org

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

The assistant principal will approve absentee requests daily and monitor staff attendance weekly.

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

By When: Weekly

The assistant principal will hold individual conferences with staff members who are close to exhausting personal/sick leave days and review the attendance policy of the district.

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

By When: Weekly

The principal will recognize through Principal's Friday Wrap-Up weekly email newsletter in the "WOW" section, individual employees with strong work attendance.

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

By When: Weekly

Administration will monitor overall the staff attendance rate from school and district HR data to track progress towards the yearly goal.

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

By When: Quarterly

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

East Bay K-8 is identified as an ATSI school with two subgroups below the 41% federal index. These subgroups include students with disabilities (SWD) with a 40% federal index and black students (BLK) with a 40% federal index. Due to being below the federal index, these two subgroups of students need to be closely monitored with a plan to increase student achievement.

Measurable Outcome:

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

Short Term: By FAST progress monitoring 2 (PM2), the SWD subgroup will increase in the following content areas:

1. ELA: from from 36% proficiency (2023) to 41% proficiency (PM2, January 2024).
2. Math: from from 42% proficiency (2023) to 45% proficiency (PM2, January 2024).
3. Science: from from 26% proficiency (2023) to 41% proficiency (PM2, January 2024).

Short Term: By FAST progress monitoring 2 (PM2), the BLK subgroup will increase in the following content areas:

1. ELA: from from 38% proficiency (2023) to 41% proficiency (PM2, January 2024).
2. Science: from from 27% proficiency (2023) to 41% proficiency (PM2, January 2024).

Long Term: Both subgroups will meet or exceed the 41% federal index.

Monitoring:

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

Small group differentiated instruction will be provided for identified Tier 2 and/or Tier 3 students. Our master schedule incorporates a 30 minute Reading Intervention Block for each K-5 teacher. Our

schedule also incorporates a 30 minute Math Intervention Block for all K-5 classes. During these blocks, teachers are working with Tier 2 in small group instruction on a students' specific deficits using research-based practices and programs. Students are monitored through a progress monitoring plan to determine if the provided interventions are successful. When students are not showing progress, the MTSS team meets to discuss the next step of delivering intervention for students not showing intervention growth. Students that have substantial reading or math deficiencies will also receive Tier 3 intervention by an interventionist, in addition to Tier 2. Teachers will provide standards-based instruction and utilizing scales to track student progress throughout the lesson/unit of study. These areas will be monitored through progress progress monitoring plans, report card grades, and three times on FAST.

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/ Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

According to Hattie, the effect size of small group learning is 0.47 (1). Intervention groups will utilize small group learning to target the needs of our SWD and BLK students, as needed based on their individual assessment data. We will create Progress Monitoring Plans for all SWD and BLK students that qualify for Tier 2 and/or Tier 3 interventions to monitor this progress. Additionally, "when students understand exactly what they're supposed to learn and what their work will look like when they learn it, they're better able to monitor and adjust their work, select effective strategies, and connect current work to prior learning" (2).

1. <https://visiblelearning.org/hattie-ranking-influences-effect-sizes-learning-achievement>
2. <https://www.greatschoolspartnership.org/proficiency-based-learning/research-evidence/researchsupporting-ten-principles-learning-standards/>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our SWD and BLK students have deficits due to a learning disability (SWD) or gaps in learning. Many are military families with inconsistent instruction due to military moves, or inconsistent lack of parental support at home, and more. They need small group instruction that is targeted and specific to their needs. Our SWD and BLK students are working below grade level and need explicit and systematic instruction. John Hattie identified three metaanalyses on small group instruction and reported it to have a medium-to-large effect on learning (1). In order to close academic gaps and increase proficiency, students need small group instruction that is evidence and researched based to increase achievement and proficiency in reading and/or math.

1. <https://visiblelearning.org/hattie-ranking-influences-effect-sizes-learning-achievement>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

The principal will oversee the master schedule to ensure intervention time scheduled for reading and math.

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

By When: Master Schedule will be reviewed by semester.

The principal will oversee the work of the Literacy Coach, Staci Saenz, in the planning, assessing, and preparing of specific intervention groups for students in the area of reading used evidence-based programs. Mrs. Saenz will train teachers on Tier 2 interventions (Houghton Mifflin (HMH) Into Reading Word Study Studio and UFLI) in the classroom and working closely with Reading Interventionists who deliver Tier 3 intervention (Leveled Literacy Intervention (LLI), Phonics for Reading, 95%, and/or SIPPS) to ensure they are trained and effectively using each reading intervention program.

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

By When: Monthly MTSS monitoring

Guidance Counselor, Tammie White, will oversee the MTSS process and schedule students who are unsuccessful at the Tier II level and need Tier III intervention. She will review PMP data and set up a timeline for parents/guardians to be invited to the MTSS meetings to be involved with their child's intervention plan.

Person Responsible: Tammie White (whitetm@santarosa.k12.fl.us)

By When: Monthly

#3. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As a result of strong Standards-Based Instruction in all classrooms, student achievement improves for all students, in all content areas. This focus area will address the district's initiative for all teachers to incorporate the following into his/her classroom:

1. Consistent opportunities to work on grade-appropriate assignments
2. Strong instruction where students do most of the thinking in the lesson
3. Deep student engagement in what they are learning
4. Hold high expectations for students and believe they can meet grade-level standards

Measurable Outcome:

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

The specific measurable outcome the school plans to achieve is to improve student achievement on the 2024 FAST assessment in the following areas:

1. Goal: The schools proficiency in the areas ELA, Math, and Science will be a collective average (Grades 3-8) of 70% or higher.
2. Goal: 62% or more of the students in grades 4-8 will show Learning Gains in ELA and Math.
3. Goal: 50% or more of the students identified in the Lowest Quartile will show Learning Gains.

Monitoring:

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

Administration will observe instructional staff once per quarter through an informal or formal observation. The Marzano Focused Teacher Evaluation rubric will be used to monitor the desired outcome. Administration will review indicators marked and give teachers specific feedback to improve instruction.

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus is the Marzano Focused Teacher Evaluation rubric. Because the Marzano Focused Teacher Evaluation Model is concentrated and streamlined, it improves accuracy of scoring; supports administrators in giving teachers more concrete, actionable feedback; and is more directly aligned to rigorous state standards (1).

Professional development on the rubric was provided by administration, discussed and planned through Professional Learning Communities, and implemented in daily classroom lessons.

1. Site Source: https://www.farmington.k12.mi.us/cms/lib/MI01808718/Centricity/Domain/65/budget/transparency/marzano_teacher.pdf

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Excerpt from The Marzano Focused Teacher Evaluation Model by Beverly Carbaugh, Robert Marzano, and Michael Toth: "More than ever, school leaders need a concise, standards-based evaluation model that rewards attainment of competency, supports inter-rater reliability, and increases efficiency for school leaders without sacrificing the ultimate purpose of a teacher evaluation system: to measure skill accurately and to improve teacher performance (1).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All staff are provided with an overall view of the Marzano indicators and a detailed breakout of the Marzano Focused Teacher Evaluation rubric. The assistant principal led a staff PD on the understanding of key indicators during the 2022-2023 school year. The assistant principal will conduct PD as a refresher for returning staff and will ensure all newly hired teachers are familiar with the rubric.

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

By When: August/September, during the beginning of the school year.

The assistant principal will ensure all teachers participate in a Professional Learning Community in which the Marzano indicators are discussed for instructional implementation. Teachers have the opportunity to collectively plan and discuss the indicators. Documentation of PLC participation and meeting minutes will be recorded through a running record that the PLC will document on SharePoint. PLC meeting minutes are viewable by administration.

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

By When: Reviewed quarterly

Administration will observe teachers once per quarter either informally or formally using the Marzano Evaluation rubric and will give specific feedback to the teacher.

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

By When: Quarterly observations

Administration will work with the Professional Learning Liaison (East Bay Teacher) to plan for "Teaching Tuesdays" that are voluntary PD sessions facilitated by school staff or district staff at East Bay. Teaching Tuesday sessions will include teachers who are "Innovating" in an area and will share strategies/resources to help other staff on campus.

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

By When: The "Teaching Tuesday" menu for voluntary PD is held at least once a month and topics/content/sessions will be monitored by administration monthly.

Book Study on "The Power of Student Teams" by Michael Toth and David Sousa. 15 teachers and administration will participate in the book study to begin the implementation process of Student-Led teams in classrooms. This will be a multi-year process for implementation.

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

By When: September 2023 through March 2024

#4. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Collaborative Planning was identified as a crucial need based on the results of the 2023 StuderEducation Staff Satisfaction Survey. A key question measured was, "My principal/supervisor provides me good processes and resources to do my job." East Bay K-8 staff rated this question (on a 5 point scale) at 4.29 in 2022, but decreased to 3.43 in 2023.

Measurable Outcome:

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

Measurable Outcome: Based on the 2024 StuderEducation Staff Satisfaction Survey, after interventions have been implemented, this question will result in an increase from 3.34 to at least 4.0 or higher.

Monitoring:

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

Teachers will participate in a Professional Learning Community. Each PLC group will keep an electronic running record of teacher attendance and meeting minutes that is viewable by administration. Administration will review meeting attendance and content monthly. Administration will also periodically join PLC groups to offer support on a rotating basis.

Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Short-term:

All instructional staff will participate in a Professional Learning Community (PLC) with a focus on the Marzano instructional evaluation indicators. Best practices, along with curriculum planning will be the focus of every PLC meeting (1). Teachers will participate in a PLC session twice a month. Meetings are planned on the electronic school calendar through Microsoft SharePoint.

Long-term:

By the second semester, PLC participation will result in classroom lessons that are rigorous standards-based instruction with high student engagement and high student collaboration. Marks for instructional staff at the "Applying" or "Innovating" level increase and the number of "Developing" marks will decrease. As a result of stronger instruction, the school will maintain or increase a high proficient rate of 62% or higher in ELA, Math, and Science.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Professional learning results in equitable and excellent outcomes for all students when educators ...

EQUITY FOUNDATIONS

... establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. (1)

CULTURE OF COLLABORATIVE INQUIRY

... engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. (1)

LEADERSHIP

... establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning. (1)

RESOURCES

... allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments. (1)

Site Source: standards.learningforward.org

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

All teachers will participate in a PLC focused on standards based instruction using the Marzano Focused Teacher Evaluation Model.

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

By When: PLC's occur monthly and will be monitored by administration through PLC facilitator notes, as well as administration visits to PLC meetings on a rotating basis.

Voluntary PD Teacher Tuesdays will occur twice monthly. District staff and campus teachers will provide PD on instructional best practices, engagement strategies, and class collaboration.

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

By When: Teaching Tuesdays occurs twice monthly. Administration will oversee the scheduling and monitor the teacher attendance.

The school Professional Learning Liasion will analyze school needs for professional development and schedule on campus PD, as well as schedule district staff and campus teachers for Teaching Tuesdays.

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

By When: Administration will monitor and oversee the PLL on a monthly basis.

Administration will analyze the results of PM1, PM2, and PM3 to make effective professional development decisions. Administration will work with the campus PLL to schedule PD.

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

By When: The results of PM1, PM2, and PM3 will be analyzed at the end of each testing period (Oct. 2023, January 2024, April 2024).

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

East Bay K-8 has been identified as ATSI. The school is not a Title I school. School improvement funding is reviewed quarterly with the School Advisory Council, administration, and the bookkeeper to ensure resources are allocated based on needs. Financial and instructional resources to meet the needs include: per pupil expenditures, early intervention, teacher quality, instructional time, facilities, course content, and instructional support personnel. FAST progress monitoring data is reviewed after PM1, PM2, and PM3 with the SAC to track the effectiveness of these resources. Administration meets monthly with the school's Leadership Team to review progress monitoring data and gather staff input on resource implementation and needs.