

Santa Rosa County School District

EAST BAY K-8 SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Beth Mosley

mosleyv@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

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 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.

Leadership Team Member #2

Employee's Name

Rachelle Wood

woodrl@santarosa.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3**Employee's Name**

Heather Blakeney

Position Title

Teacher, K-12

Job Duties and Responsibilities

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.
- **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.
 - **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.
 - **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.
 - **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.
 - **Professional Responsibility and Ethical Conduct:** Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction, maintains accurate, complete, and correct records as required by applicable

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

Leadership Team Member #4

Employee's Name

Kristy Davis

Position Title

Teacher, K-12

Job Duties and Responsibilities

Same duties as K-12 teacher above.

Leadership Team Member #5

Employee's Name

Tia McHugh

Position Title

Teacher, K-12

Job Duties and Responsibilities

Same duties as K-12 teacher above.

Leadership Team Member #6

Employee's Name

Megan Christian

Position Title

Teacher, K-12

Job Duties and Responsibilities

Same duties as K-12 teacher above.

Leadership Team Member #7

Employee's Name

Jen Sevilla

Position Title

Teacher, K-12

Job Duties and Responsibilities

Same duties as K-12 teacher above.

Leadership Team Member #8

Employee's Name

Leslie Gunn

Position Title

Teacher, K-12

Job Duties and Responsibilities

Same duties as K-12 teacher above.

Leadership Team Member #9

Employee's Name

Ginni Rushing

Position Title

Teacher, K-12

Job Duties and Responsibilities

Same duties as K-12 teacher above.

Leadership Team Member #10

Employee's Name

Jennifer Hartmann

Position Title

Teacher, K-12

Job Duties and Responsibilities

Same duties as K-12 teacher above.

Leadership Team Member #11**Employee's Name**

Kristine Wolf

Position Title

Teacher, K-12

Job Duties and Responsibilities

Same duties as K-12 teacher above.

Leadership Team Member #12**Employee's Name**

Laurika Jahn

Position Title

Teacher, K-12

Job Duties and Responsibilities

Same duties as K-12 teacher above.

Leadership Team Member #13**Employee's Name**

Beth Robbins

Position Title

Teacher, ESE

Job Duties and Responsibilities

- 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 noninstructional 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.

Leadership Team Member #14

Employee's Name

Stacey Gillman

Position Title

School Counselor

Job Duties and Responsibilities

- 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

Leadership Team Member #15

Employee's Name

Christina Boast

Position Title

Other

Job Duties and Responsibilities

Essential functions are fundamental job duties. They do not include marginal tasks which are also performed but are incidental to the primary functions. The omission of specific statements of duties

does not exclude them from the position if the work is similar, related or a logical assignment to the position, nor does every position allocated to the class necessarily perform every duty listed. Personal characteristics required of all employees such as honesty, industry, sobriety and the ability to get along with others, are presumed qualities and may not be listed specifically. • 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 the services and operation of the unit and may function as receptionist;

- Keeps supervisor's appointment calendar and schedules appointments;
- 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

Leadership Team Member #16

Employee's Name

Morgan Evans

Position Title

Instructional Media

Job Duties and Responsibilities

- 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

Leadership Team Member #17

Employee's Name

Shannon McComb

Position Title

Dean of Students

Job Duties and Responsibilities

- 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 in-service 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
- 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

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 during the 25-26 school year: the School Advisory Council, the School Leadership Team, and the Volunteer Parent Support Team (PST). The School Advisory Council and administration review school wide data after PM3 of the 25-26 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 in August of the 26-27 school year. 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 staff, student, and parent climate surveys to determine areas for improvement.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Leadership Team meets monthly. School data after each FAST/STAR progress monitoring is reviewed, as well as attendance and behavior data. Year to date data for FAST/STAR,

attendance, and discipline is reviewed and analyzed for yearly trend increases or decreases. 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 after each progress monitoring window. 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.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	38.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: A 2024-25: A 2023-24: A 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment	74	102	112	113	118	116	133	137	135	1,040
Absent 10% or more school days	0	5	4	12	6	7	7	7	8	56
One or more suspensions	1	0	0	1	3	5	14	12	18	54
Course failure in English Language Arts (ELA)	0	3	1	0	0	0	1	0	0	5
Course failure in Math	0	0	1	0	1	0	2	0	0	4
Level 1 on statewide ELA assessment	3	8	8	10	10	8	9	12	9	77
Level 1 on statewide Math assessment	4	7	8	8	9	12	3	7	1	59
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	16	17	11	1	5	3	4	0	59
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0

Current Year 2026-27

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	5	3	3	1	6	4	3	5	30

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	6	2	0	0	0	0	0	1	10
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2025-26) As Last 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	
School Enrollment	90	116	96	108	112	120	135	133	121	1,031
Absent 10% or more school days	14	10	7	8	5	7	5	9	9	74
One or more suspensions	2		2	1	8	14	7	16	19	69
Course failure in English Language Arts (ELA)		1	1	2	1		2			7
Course failure in Math			1	1	1		4			7
Level 1 on statewide ELA assessment	28	20	19	9	6	20	15	6	12	135
Level 1 on statewide Math assessment	31	23	18	11	6	11	14	2	9	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	17	10	17						51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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	7	4	2	5	2	5	8	9	9	51

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	5		4					1	13
Students retained two or more times					1		1			2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	73	67	64	71	65	61	74	63	58
Grade 3 ELA Achievement	76	73	64	76	73	62	83	79	59
ELA Learning Gains	65	61	62	61	61	61	65	57	59
ELA Lowest 25th Percentile	59	52	55	56	55	55	57	51	54
Math Achievement*	78	70	64	76	69	62	81	67	59
Math Learning Gains	72	64	61	57	57	60	75	62	61
Math Lowest 25th Percentile	64	50	52	52	51	53	72	53	56
Science Achievement	69	65	60	71	59	57	63	56	54
Social Studies Achievement*	80	72	77	84	75	74	85	69	72
Graduation Rate		90	77		82	72		79	71
Middle School Acceleration	64	64	79	64	64	75	66	61	71
College and Career Acceleration		67	61		70	56		67	54
Progress of ELLs in Achieving English Language Proficiency (ELP)					70	61			59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

[†] District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI						
ESSA Category (CSI, TSI or ATSI)						N/A
OVERALL FPPI – All Students						70%
OVERALL FPPI Below 41% - All Students						No
Total Number of Subgroups Missing the Target						0
Total Points Earned for the FPPI						700
Total Components for the FPPI						10
Percent Tested						100%
Graduation Rate						
ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
70%	67%	72%	70%	63%		

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	52%	No		
Asian Students	100%	No		
Black/African American Students	57%	No		
Hispanic Students	70%	No		
Multiracial Students	76%	No		
White Students	70%	No		
Economically Disadvantaged Students	66%	No		

D. 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.

	2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	
All Students	73%	76%	65%	59%	78%	72%	64%	69%	80%	64%			
Students With Disabilities	44%	59%	62%	56%	48%	55%	58%	47%	38%				
Asian Students	100%				100%								
Black/African American Students	46%		67%	67%	54%	63%	43%						
Hispanic Students	74%	60%	77%	75%	75%	76%	75%	53%	87%	47%			
Multiracial Students	81%	58%	65%	83%	80%	74%	83%	73%	92%	69%			
White Students	73%	82%	63%	51%	80%	71%	63%	74%	77%	67%			
Economically Disadvantaged Students	68%	73%	65%	59%	71%	69%	64%	62%	70%	61%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24
All Students	71%	76%	61%	56%	76%	57%	52%	71%	84%	64%	
Students With Disabilities	39%	43%	53%	58%	43%	56%	57%	28%	46%		
Asian Students	100%				100%						
Black/African American Students	52%		61%	70%	52%	61%	46%	27%			
Hispanic Students	71%	80%	58%	57%	81%	63%	60%	65%	73%	54%	
Multiracial Students	79%		64%	63%	80%	50%	63%	70%	100%	64%	
White Students	71%	73%	61%	54%	75%	57%	50%	75%	85%	69%	
Economically Disadvantaged Students	67%	73%	68%	65%	68%	59%	55%	57%	72%	61%	

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	74%	83%	65%	57%	81%	75%	72%	63%	85%	66%			
Students With Disabilities	40%	45%	49%	46%	51%	67%	75%	28%	54%				
Black/African American Students	61%		64%	64%	58%	72%		20%					
Hispanic Students	73%	77%	68%	62%	80%	78%	75%	67%	80%	70%			
Multiracial Students	71%	92%	64%	56%	84%	76%	80%	65%	87%	67%			
White Students	75%	83%	65%	54%	83%	74%	69%	65%	86%	67%			
Economically Disadvantaged Students	64%	79%	61%	53%	72%	73%	74%	53%	74%	50%			

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E. 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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	75%	68%	7%	60%	15%
ELA	4	72%	64%	8%	60%	12%
ELA	5	77%	64%	13%	61%	16%
ELA	6	76%	68%	8%	62%	14%
ELA	7	65%	63%	2%	62%	3%
ELA	8	75%	65%	10%	60%	15%
Math	3	80%	73%	7%	66%	14%
Math	4	80%	70%	10%	65%	15%
Math	5	68%	65%	3%	62%	6%
Math	6	80%	67%	13%	60%	20%
Math	7	68%	54%	14%	53%	15%
Math	8	82%	73%	9%	61%	21%
Science	5	68%	59%	9%	60%	8%
Science	8	70%	60%	10%	52%	18%
Civics	7	81%	79%	2%	77%	4%
Civics	8	77%	81%	-4%	75%	2%
Algebra	8	96%	97%	-1%	84%	12%
Algebra	7	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Geometry	8	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component with the most improvement was in the Math Learning Gains. This was an area of focus on the 2025-2026 SIP plan. East Bay K-8 is proud to report 72% (Compared to 57% in the 24-25 school year) of the combined fourth through eighth grade students demonstrated a math learning gain in PM 3. Actions in the 2025-2026 school year that led to this increase was strong tier I instruction incorporating the four district focus areas that impact student learning: high expectations, high student engagement, rigorous on-grade level content, and quality instruction aligned to the standards. Teachers incorporated Student-Led Academic Teaming (SLAT) techniques, identified students in the lowest quartile from the start of the 25-26 school year, implemented consistent spiral reviews of math standards, attended targeted math PD, and teachers consistently implemented district math approved curriculum. During the second semester administration held individual data chats with teachers to discuss targeted students, based on PM2 data and classroom performance. Teachers participated in a PLC that focused on Student-Led Academic Teaming and targeted instruction for students in the lowest 25%, assessment analysis, and improving Marzano strategies. Teachers provided afterschool tutoring to targeted students. Administration conducted informal and formal observations during direct math instruction and provided timely feedback to teachers.

Lowest Performance

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

Of the 10 components that compose the school grade, the lowest performance area based on the 2026 PM3 FAST data was ELA learning gains of the Lowest 25%, which was 59% (2025, 56%). While this is the lowest component, this performance data exceeded our goal of at least 50% of the lowest quartile to make learning gains and increased by 3% from the previous year. A contributing factor to the lower gains for the lowest 25% of students is many of the students identified in the lowest quartile are students with an IEP or 504 who struggle with on grade level ELA content. Other contributing factors include:

(1) Student Engagement: Changes in student engagement and motivation can significantly impact learning outcomes. If students were less engaged or faced distractions, this could lead to a decrease

in performance.

(2) Lack of differentiated math instruction: Specifically in the middle school grades, new math staff were becoming familiar with the curriculum and instructional expectations. There could have been more of an emphasis on differentiated instruction to meet the needs of struggling students

(3) External Factors: Factors outside of school, such as family situations, health issues, or socioeconomic changes, can affect student performance. These elements may have played a role in the observed decline.

(4) Learning Gaps: The transition from previous grades could have resulted in learning gaps that became more apparent during assessments.

(5) High Military Mobility Rate: East Bay has a high population of military affiliated families. These students lack the consistency of quality instruction, often times changing schools every few years. By analyzing the contributing factors and focusing on targeted strategies, we can work to ensure the targeted lowest quartile of students make the necessary growth in math to show learning gains this school year.

Greatest Decline

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

East Bay is proud to show an increase in 7 of 10 categories that make up our school grade. The greatest decline was in 7th grade Civics which was 80%, a minor decline of 4% from the previous school year (2025, 84%).

Contributing Factors:

(1) Larger class sizes due to transient students in 8th grade who required Civics instruction.

(2) External Factors: Factors outside of school, such as family situations, health issues, or socioeconomic changes, can affect student performance. These elements may have played a role in the observed decline.

(3) Student Engagement: Changes in student engagement and motivation can significantly impact learning outcomes. If students were less engaged or faced distractions, this could lead to a decrease in performance.

Greatest Gap

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.

East Bay K-8 is performing above the state and district average in most categories. The component that has the greatest gap when compared to the state average is Middle School Acceleration (2025 School: 64%, State: 75%). While East Bay is pleased with the last five years of performance data (five years in operation) administration and staff remain committed to continuous improvement. Factors that may have contributed to this gap include:

1. Student enrollment in Algebra I or CTE certification course: Ensuring all middle school students that affect this category are properly identified and enrolled to support middle school acceleration. If qualifying students were not enrolled in these courses, having strong supporting justification as to why they were not enrolled.
2. Algebra I Honors and CTE additional support to pass the Algebra I EOC and ESB certifications: Spring after-school tutoring to prepare for the Algebra I EOC was offered. Unfortunately, transportation home was not provided. Morning tutoring was offered to provide additional support to increase the CTE certification pass rate. East Bay is proud to report that 96% of students enrolled in Algebra I Honors passed the EOC and 96% of the students earned their ESB certification.
3. Student Scheduling Improvement for 26-27: In the past five years since East Bay has been opened, students that support the middle school acceleration category either enrolled in Algebra I Honors or a CTE certification course. Beginning in the school year, 25-26, and continuing in the 26-27 school year, a portion of students who support the acceleration category will be enrolled in both Algebra I Honors and a CTE course. Students will earn acceleration points this year for the Algebra I EOC and next year for earning a CTE certification. This will help to increase our middle school acceleration over time.

EWS Areas of Concern

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

1. The number students in sixth grade with one or more suspensions was 14 students compared to 7 students in 2024-2025. This data suggests a need for additional PBIS strategies specifically for this grade level to reduce behavior incidences that result in OSS. Research consistently shows that suspensions can have detrimental effects on students' academic progress. When students are removed from the classroom, they miss out on essential instructional time, which can create learning gaps and hinder their academic development. To mitigate these negative outcomes, educational best practices recommend exploring alternative disciplinary approaches that keep students engaged in the learning environment. This could include restorative relationship-based practices, in-school suspensions with academic support, or behavior intervention programs. The Assistant Principal and the Dean are committed to addressing this issue by identifying the students who have received one or

more suspensions and developing strategies to foster positive engagement.

2. The higher number of first grade retained students (6) compared to the other grade levels at East Bay K-8. Strategies to reduce retention for the 26-27 school year include PD to improve Tier II reading intervention through UFLI. Kindergarten teachers will also provide strong structured literacy instruction and a new sight word program to ensure students are entering first grade with a strong foundation for reading at the beginning of the school year. There will also be a stronger emphasis on ensuring MTSS strategies and progress monitoring through a PMP is implemented for struggling students specifically in ELA.

Highest Priorities

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

1. ELA Learning Gains in the Lowest 25%: Continue to improve the learning gains in this targeted category.
2. Math Learning Gains in the Lowest 25%: Continue to improve the learning gains in this targeted category.
3. Proficiency and Learning Gains of SWD students: (2025 ESSA Subgroup of SWD: 47% Federal Index percentage): Monitoring and ensuring that our subgroup of students with disabilities continue to exceed the federal points index cutoff.
4. Quality Tier I Instruction: Offer consistent high-quality instruction and common grading/assessment practices across all grade levels, K-8. East Bay administration and staff are charged with the responsibility to provide consistent high-quality tier I instruction in which students can demonstrate mastery of the state standards at each grade level, K-8 to ensure students are prepared for high school and beyond. There is an expectation and focus on having common grading practices, rigorous grade level common assessments, intervention/remediation practices, and consistent expectations for parent communication of student progress.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

While the performance data in the category of ELA Learning Gains of the lowest quartile is above the district average (52%), the minor increase in performance highlights a need for continued improvement in this category.

Impact on Student Learning: Efforts for students to make learning gains, specifically for the lowest quartile, are important to determine if students are meeting grade-level expectations and progressing academically over time. As a K-8 school, East Bay must prepare our students to be successful entering high school. If the struggling students in this quartile do not make learning gains over multiple years they fall drastically behind their peers and are not academically prepared for success in high school and beyond.

Rationale for Identification as a Crucial Need: The identification of this area of focus as a crucial need stems from a thorough review of prior year assessment data. The analysis revealed:

1. Slight Increase for 2026: 59% (+3%, 2025: 56%). This was the lowest category of the 10 categories that make up the overall school grade.
2. Lack of consistent focus to monitor the targeted students in the ELA lowest quartile: PLC notes, Leadership Team meetings, and administration observations revealed the lack of clear action to identify students in the lowest quartile and documentation to track gains for these targeted students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on 2026 FAST assessment data, 59% of students in the ELA Lowest 25th Percentile made learning gains (District: 52%). This is a 3% increase from 56% the prior year (2025).

Specific Measurable Outcome Goal : East Bay K-8 will increase overall ELA learning gains in Lowest

25th Percentile from 59% to at least 65% or higher on the 2027 FAST assessment in grades 4-8.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The following strategies will be implemented to reach the desired outcome:

1. Immediate identification of students in the ELA Lowest 25th Percentile. Administration will review 2026 FAST data to identify students in this category and communicate the list of these targeted students to staff.
2. Administration will ensure monthly Leadership Team and PLC meetings have a standing agenda item to discuss ELA Learning Gains in the Lowest 25th Percentile. Student growth and instructional strategies will be discussed to allow for collaboration and consistency across grade levels.
3. Regular Data Review Meetings: Administration will monitor the lesson plans (electronic Planbook) and gradebook (FOCUS) to identify trends in student performance. Administration will have individual teacher data chats to analyze progress monitoring data after the second progress monitoring window to assess student performance growth from the beginning of the year to the end of the first semester. Administration and teachers will discuss instructional adjustments and plan for the spring semester to ensure students are well-equipped for FAST PM3 in May. Individual teacher data meetings will be held after PM3 in May to review teacher, grade level, district, and state data with each teacher.
4. Classroom Observations: Administration will conduct regular classroom walk-throughs and formal/informal observations to assess the implementation of whole group and small group instruction to ensure differentiated instruction is implemented with fidelity for the targeted students in the lowest quartile. Routine constructive feedback from administration to teachers using the Marzano observation rubric will be provided to improve tier I and tier II instruction.
5. MTSS Progress Monitoring: Teachers will utilize formative assessments to track student progress throughout the year. Struggling students will be closely monitored through a Progress Monitoring Plan (PMP). Monthly MTSS meetings will be held to analyze PMP data and adjust interventions as needed.
6. Professional Development: Administration will monitor the professional development offered at school and by the district that are related to ELA learning gains and track the participation of teachers in professional development sessions. Administration will work with the school's Professional Learning Liaison to collect feedback from teachers on the effectiveness of the professional development and the impact on student learning, specifically for struggling students in the lowest

quartile.

Person responsible for monitoring outcome

Beth Mosley, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1: Intervention Practices/Programs: Inquiry-Based Learning: This method encourages critical thinking and problem-solving skills. Collaborative Learning: Utilizing cooperative learning structures, such as group projects and peer tutoring, promotes collaboration among students. This fosters a supportive learning environment where students can learn from one another and enhance their understanding and mastery of state standards. Student Led Academic Teaming will be utilized by the classroom teachers to enhance instruction. Data-Driven Instruction: Employing formative assessments to guide instruction will help teachers identify student needs and adjust their teaching strategies accordingly. This approach ensures that instruction is tailored to address the specific gaps in learning.

Rationale:

Rationale: Rationale for Selecting These Strategies: Inquiry-Based Learning: Research shows that inquiry-based learning significantly improves student engagement and understanding in core concepts (National Research Council, 2012). By allowing students to investigate and discover, they develop a deeper comprehension of academic concepts, leading to increased proficiency. Collaborative Learning: Studies have demonstrated that collaborative learning enhances student achievement and motivation (Johnson & Johnson, 2009). Working in groups allows students to discuss ideas, clarify misconceptions, and reinforce their learning through peer interaction. When students have a passive role in the classroom it can be difficult for them to engage in their learning. (© National School Boards Association, 2020. All rights reserved) <https://www.nsba.org/-/media/NSBA/File/cubeincreasingequity-and-achievement-by-empowering-students-report-82620.pdf> Data-Driven Instruction: Utilizing data to inform instruction is essential for identifying and addressing the specific needs of students. Evidence suggests that data-driven decision-making can lead to improved student outcomes (Hamilton et al., 2009). This ensures that teaching practices are responsive to student progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Routine Progress Monitoring: ELA Student Progress for targeted ELA Lowest 25%

Person Monitoring:
Beth Mosley, Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Review ELA lesson plans with documented state standards.
2. Review FOCUS teacher gradebooks to monitor student performance on classroom assessments and assignments.
3. MTSS progress monitoring. Hold monthly MTSS team meetings to review student progress of interventions to increase student progress.
4. Mid-year teacher/administration data chat to analyze mid-year growth and teacher plans to adjust instruction to best equip students for the spring ELA FAST assessment. End-of-Year data chat to review PM3 FAST data for each teacher and compare classroom proficiency and learning gains compared to the grade level, school, district, and state.
5. Walk-throughs and Informal and formal classroom observations with teacher feedback using the Marzano rubric to improve instructional planning, strategies, and techniques.
6. Mid-Year SIP review of goals and data with administration and district continuous improvement leaders.

Action Step #2
Professional Development

Person Monitoring:
Beth Mosley, Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. PD Survey-Survey staff to identified needed areas of Professional Development to target ELA learning gains in the lowest 25%.
2. Time for PD and quality direct instruction-Ensure an efficient master schedule that allows time for grade level/departments collaboration, maximize tier I instructional time and intervention time, and utilizes instructional and non-instructional staff time to maximize direct learning time with targeted students.
3. Mentoring for new staff: Administration will work with Leadership Chairs and TIP mentor teachers (Teacher Induction Program) to ensure new staff have the training, resources, and feedback to meet the needs of students in the lowest quartile. Administration will monitor the impact of these action steps through the results of the Marzano observation tool for instructional staff, FAST progress monitoring data, administration rounding visits with new staff, and MTSS data review.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

While the performance data in the category of Math Learning Gains of the lowest quartile is above the district average (47%), the minor increase in performance highlights a need for continued

improvement in this category.

Impact on Student Learning: Efforts for students to make learning gains, specifically for the lowest quartile, are important to determine if students are meeting grade-level expectations and progressing academically over time. As a K-8 school, East Bay must prepare our students to be successful entering high school. If the struggling students in this quartile do not make learning gains over multiple years they fall drastically behind their peers and are not academically prepared for success in high school and beyond.

Rationale for Identification as a Crucial Need: The identification of this area of focus as a crucial need stems from a thorough review of prior year assessment data. The analysis revealed:

1. Increase for 2026: 64% (+12%, 2025: 52%). While the school is proud of this increase, there is a need to continue to make this an area of focus in 2026-27.
2. Lack of consistent focus to monitor the targeted students in the ELA lowest quartile: PLC notes, Leadership Team meetings, and administration observations revealed the lack of clear action to identify students in the lowest quartile and documentation to track gains for these targeted students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on 2026 FAST assessment data, 64% of students in the Math Lowest 25th Percentile made learning gains (District: 47%). This is a (+12%) increase from 52% the prior year (2025). The increase in performance highlights a need for continued improvement in this category.

Specific Measurable Outcome Goal : East Bay K-8 will increase overall Math learning gains in Lowest 25th Percentile from 64% to at least 65% or higher on the 2027 FAST assessment in grades 4-8.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring: The following strategies will be implemented to reach the desired outcome:

1. Immediate identification of students in the Math Lowest 25th Percentile. Administration will review 2025 FAST data to identify students in this category and communicate the list of these targeted students to staff.
2. Administration will ensure monthly Leadership Team and PLC meetings have a standing agenda item to discuss Math Learning Gains in the Lowest 25th Percentile. Student growth and instructional strategies will be discussed to allow for collaboration and consistency across grade levels.

3. Regular Data Review Meetings: Administration will monitor the lesson plans (electronic Planbook) and gradebook (FOCUS) to identify trends in student performance. Administration will have individual teacher data chats to analyze progress monitoring data after the second progress monitoring window to assess student performance growth from the beginning of the year to the end of the first semester. Administration and teachers will discuss instructional adjustments and plan for the spring semester to ensure students are well-equipped for FAST PM3 in May. Individual teacher data meetings will be held after PM3 in May to review teacher, grade level, district, and state data with each teacher.
4. Classroom Observations: Administration will conduct regular classroom walk-throughs and formal/informal observations to assess the implementation of whole group and small group instruction to ensure differentiated instruction is implemented with fidelity for the targeted students in the lowest quartile. Routine constructive feedback from administration to teachers using the Marzano observation rubric will be provided to improve tier I and tier II instruction.
5. MTSS Progress Monitoring: Teachers will utilize formative assessments to track student progress throughout the year. Struggling students will be closely monitored through a Progress Monitoring Plan (PMP). Monthly MTSS meetings will be held to analyze PMP data and adjust interventions as needed.
6. Professional Development: Administration will monitor the professional development offered at school and by the district that are related to Math learning gains and track the participation of teachers in professional development sessions. Administration will work with the school's Professional Learning Liaison to collect feedback from teachers on the effectiveness of the professional development and the impact on student learning, specifically for struggling students in the lowest quartile.

Person responsible for monitoring outcome

Beth Mosley, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1: Intervention Practices/Programs: Inquiry-Based Learning: Implementing inquiry-based learning strategies where students engage in hands-and real-world investigations allows them to explore concepts actively. This method encourages critical thinking and problem-solving skills. Collaborative Learning: Utilizing cooperative learning structures, such as group projects and peer tutoring, promotes collaboration among students. This fosters a supportive learning environment where students can learn from one another and enhance their understanding of math

concepts. Student Led Academic Teaming and Defined Learning will be utilized by the classroom teachers to enhance instruction. Data-Driven Instruction: Employing formative assessments to guide instruction will help teachers identify student needs and adjust their teaching strategies accordingly. This approach ensures that instruction is tailored to address the specific areas where students struggle.

Rationale:

Rationale for Selecting These Strategies: Inquiry-Based Learning: Research shows that inquiry-based learning significantly improves student engagement and understanding in math (National Research Council, 2012). By allowing students to investigate and discover, they develop a deeper comprehension of scientific concepts, leading to increased proficiency. Collaborative Learning: Studies have demonstrated that collaborative learning enhances student achievement and motivation (Johnson & Johnson, 2009). Working in groups allows students to discuss ideas, clarify misconceptions, and reinforce their learning through peer interaction. When students have a passive role in the classroom it can be difficult for them to engage in their learning. (© National School Boards Association, 2020. All rights reserved) <https://www.nsba.org/-/media/NSBA/File/cubeincreasingequityand-achievement-by-empowering-students-report-82620.pdf> Data-Driven Instruction: Utilizing data to inform instruction is essential for identifying and addressing the specific needs of students. Evidence suggests that data-driven decision-making can lead to improved student outcomes (Hamilton et al., 2009). This ensures that teaching practices are responsive to student progress.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Routine Progress Monitoring: Math Student Progress for targeted Math Lowest 25%

Person Monitoring:

Beth Mosley, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Review Math lesson plans with documented state standards.
2. Review FOCUS teacher gradebooks to monitor student performance on classroom assessments and assignments.
3. MTSS progress monitoring. Hold monthly MTSS team meetings to review student progress of interventions to increase student progress.
4. Mid-year teacher/administration data chat to analyze mid-year growth and teacher plans to adjust instruction to best equip students for the spring Math FAST assessment. End-of-Year data chat to review PM3 FAST data for each teacher and compare classroom proficiency and learning gains compared to the grade level, school, district, and state.
5. Walk-throughs and Informal and formal classroom observations with teacher feedback using the Marzano rubric to improve instructional planning, strategies, and techniques.
6. Mid-Year SIP review of goals and data with administration and district continuous improvement leaders.

Action Step #2

Professional Development

Person Monitoring:

Beth Mosley, Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. PD Survey-Survey staff to identified needed areas of Professional Development to target Math learning gains in the lowest 25%.
2. Time for PD and quality direct instruction-Ensure an efficient master schedule that allows time for grade level/departments collaboration, maximize tier I instructional time and intervention time, and utilizes instructional and non-instructional staff time to maximize direct learning time with targeted students.
3. Mentoring for new staff: Administration will work with Leadership Chairs and TIP mentor teachers (Teacher Induction Program) to ensure new staff have the training, resources, and feedback to meet the needs of students in the lowest quartile. Administration will monitor the impact of these action steps through the results of the Marzano observation tool for instructional staff, FAST progress monitoring data, administration rounding visits with new staff, and MTSS data review.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

East Bay K-8 has been in operation for five school years (open August 2021). As a new school, it is a crucial need to establish a positive school culture and climate for a students, faculty, families, and community stakeholders. As a K-8 model school, we have the opportunity to work with our students and stakeholders for many years and strive to offer a positive and supportive educational experience. East Bay recognizes that building positive relationships with parents, families, students, school board members, business partners, and other community stakeholders is vital to fulfilling our school's mission and supporting the diverse needs of our students. An effective PBIS system allows positive behavior practices to be implemented consistently and with fidelity. This system is implemented by providing a structured school-wide recognition system through daily, monthly, and quarterly rewards.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Measurable Outcome Goal: With the implementation of a strong PBIS system, East Bay will decrease

students (K-8) with one or more suspensions (ISS and/or OSS) from 54 students to 49 (10% decrease) students or fewer for the 2026-2027 school year. While we did meet and exceed our previous SIP goal which was to decrease to 65 students and we only had 54 students with one or more suspensions, this is an area we want to continue to monitor, provide support, and stay focused in order to maintain a consistent learning environment for all students to thrive.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

School discipline referrals through FOCUS will be monitored for the desired outcome. Administration and Dean of Students review monthly totals of office referrals and outcomes assigned. Administration will also use attendance data and STAR/FAST progress monitoring data. When students are in school and making strong learning gains with reduced student suspensions, these results demonstrate a strong PBIS system.

Person responsible for monitoring outcome

Rachelle Wood, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Description of Intervention #1: Tier I at the school-wide level should serve as a foundation for tier I in the classroom. Tier I in the classroom takes a positive, and evidence based approach to managing student behavior. This is accomplished by providing universal supports to all students in the class that aim to create a positive, orderly, predictable, and motivating classroom environment (Sugai, Horner, & Gresham, 2002). These universal supports include establishing, teaching, and reviewing classroom expectations, rules, and procedures that promote a predictable, consistent, and conducive environment for student academic as well as behavioral success. It is important that the classroom teacher has programed rewards and consequences for student's adherence or non-adherence to the classroom's expectations and rules.

Rationale:

Classroom management systems are an important component within a tiered approach to behavioral management. One advantage of classroom management systems is that they allow a teacher to address the problem behavior of multiple children at the same time, as opposed to providing individual supports to each child independent of one another. Additionally, classroom management systems are considered flexible, easy to use, and can be used in many ways within the classroom. Classroom management systems have been found to effectively increase student active engagement, promote positive relationships in the classroom, promote a positive classroom climate, reduce disruptions and student problem behavior, and reduce discipline referrals (<https://flpbis.cbcs.usf.edu>)

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Beginning-of-Year Eagle Expectation Assemblies

Person Monitoring:

Rachelle Wood, Assistant Principal

By When/Frequency:

Yearly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Three assemblies (K-2, 3-5, 6-8) are held on the second day of school. School-wide PBIS traits (Leadership, Equity, Accountability, Discovery, and Service) are clearly defined with examples of age-appropriate behaviors that align with each grade band assembly. Clear positive rewards are reviewed that students may earn daily, monthly, and quarterly. All classroom management plans align with the school's five traits. Administration will monitor the impact of this action step by the number and types of referrals submitted. Tracking minor infractions with intervention(s) or a classroom consequence to extinguish the non-desired behavior. Tracking office referrals by location, offense, and aligned consequence. By providing consistency of clear behavior expectations, school-wide, the result is lower behavior referrals.

Action Step #2

PBIS Daily and Monthly Student Recognition

Person Monitoring:

Rachelle Wood, Assistant Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Daily PBIS actions to reinforce positive behavior and reduce non-preferred behaviors that result in school office referrals:

1. ITV morning news program-produced by students. Each day the East Bay monthly trait is reviewed and actions for displaying the targeted trait are discussed.
2. Eagle Bands: Students may be given paper wrist bands daily by any staff member for displaying a L.E.A.D.S. value.- Individual Students: Eagle bands are turned in for daily or weekly rewards. -Class Recognition: The class at each grade band (K-2, 3-5, 6-8) with the most Eagle bands will receive a monthly recognition.-Bus: paper wrist bands will be collected for student recognition as well as a total collection for recognition as Bus of the Month.
3. Cafeteria Behavior Tracking-Elementary tables earn clips for positive behavior that are tracked daily on a large PBIS Cafeteria bulletin board. The top grade level class at the end of the month with the most points receives a monthly reward (Ex: Extra recess). Middle School students with no more than one minor infraction monthly receive the monthly recognition/reward of Fun Friday-lunch outside. Administration will monitor the impact of this action step by the number and types of referrals submitted. Tracking minor infractions with intervention(s) or a classroom consequence to extinguish the non-desired behavior. Tracking office referrals by location, offense, and aligned consequence. By providing consistency of clear behavior expectations, school-wide, the result is lower behavior referrals.

4. Middle School Peer to Peer mentoring program: 8th grade students will be trained and facilitate peer to peer mentoring opportunities with 6th grade students.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00