Escambia County School District

Reinhardt Holm Elementary School

2021-22 Schoolwide Improvement Plan

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Reinhardt Holm Elementary School

6101 LANIER DR, Pensacola, FL 32504

www.escambiaschools.org

Demographics

Principal: Terri Fina L

Start Date for this Principal: 6/14/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: D (35%) 2017-18: D (39%) 2016-17: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Reinhardt Holm Elementary School

6101 LANIER DR, Pensacola, FL 32504

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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SIP Authority

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

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Holm Elementary school will promote and enhance learning and highest student achievement through collaborative efforts of all stakeholders and will make a positive difference in the lives of students by preparing them for lifelong learning. We believe an effective rapport between school and home should exist to develop a sense of responsibility toward self, family, school, community, and country.

Provide the school's vision statement.

In a positive, collaborative and student centered learning environment teachers at Reinhardt Holm Elementary will facilitate students who will engage in interactive, rigorous standards based learning.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Fina, Terri	Principal	Supervision and evaluation of faculty and staff PD for staff Daily walk thrus Planning math and ELA Analyzing data Develop master schedule and budget Class placement of students
Tapparo, Susan	Other	Supporting coaches walkthrus PD for staff Data base Analyze data Evaluating teacher assistants Managing TESSA and Unisig grants
Fetsco, Shana	Assistant Principal	Daily walk thrus Analyze data Planning ELA and math Evaluations for teachers and staff Transportation Textbooks
Haupt, Melanie	Other	Daily walkthrus Teacher and staff evaluations LEA for IEPs and RTI SAC/Title I binder and documentation Analyze data
Wright, Etter	Teacher, K-12	Third grade teacher Planning for grade level Analyze data
Chandler, Lynette	Teacher, K-12	First grade teacher Analyze data Planning for grade level
Jernigan, Jojeana	Teacher, K-12	Second grade teacher Planning for grade level Analyze data

Demographic Information

Principal start date
Monday 6/14/2021, Terri Fina L

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

413

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

2

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	82	71	50	63	54	50	0	0	0	0	0	0	0	370
Attendance below 90 percent	29	24	23	22	26	22	0	0	0	0	0	0	0	146
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	15	13	5	8	6	2	0	0	0	0	0	0	0	49
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	7	3	11	14	7	7	0	0	0	0	0	0	0	49

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	10	9	3	6	3	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/14/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	53%	57%	33%	49%	56%
ELA Learning Gains				41%	55%	58%	32%	46%	55%
ELA Lowest 25th Percentile				36%	52%	53%	29%	40%	48%
Math Achievement				36%	57%	63%	44%	55%	62%
Math Learning Gains				32%	60%	62%	50%	57%	59%
Math Lowest 25th Percentile				31%	52%	51%	38%	48%	47%
Science Achievement				27%	54%	53%	46%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	55%	56%	-1%	58%	-3%
Cohort Comparison						
04	2021					
	2019	29%	52%	-23%	58%	-29%
Cohort Comparison		-55%				
05	2021					
	2019	30%	51%	-21%	56%	-26%
Cohort Comparison		-29%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	55%	-6%	62%	-13%
Cohort Comparison						
04	2021					
	2019	18%	58%	-40%	64%	-46%
Cohort Comparison		-49%				
05	2021					
	2019	28%	55%	-27%	60%	-32%
Cohort Comparison		-18%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	55%	-29%	53%	-27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

At Holm Elementary we used Star reading and math tests to compile the data below.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/25.5%	24/45.3%	21/37.5%
	Economically Disadvantaged	10/26.3%	18/41.9%	14/31.1%
	Students With Disabilities	3/33.3%	5/55.6%	3/30%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/39.6%	20/40.8%	20/37.7%
	Economically Disadvantaged	16/41%	15/38.5%	14/32.6%
	Students With Disabilities	3/33.3%	3/33.3%	2/20%
	English Language Learners	NA	NA	NA

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/26.5%	16/32.7%	18/38.3%
	Economically Disadvantaged	10/27.8%	10/27.8%	14/38.9%
	Students With Disabilities	1/10%	1/11.1%	1/11.1%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/10.4%	6/11.8%	12/25.5%
	Economically Disadvantaged	5/13.9%	3/7.9%	7/20%
	Students With Disabilities	1/10%	2/22.2%	2/25%
	English Language Learners	0/0%	0/0%	0/0%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16/37.2%	16/35.6%	20/47.6%
	Economically Disadvantaged	14/35.9%	14/36.8%	16/45.7%
	Students With Disabilities	3/30%	3/33.3%	2/20%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/39.5%	18/40.9%	21/50%
	Economically Disadvantaged	14/35.9%	15/40.5%	17/48.6%
	Students With Disabilities	4/40%	4/50%	3/30%
	English Language Learners	NA	NA	NA

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/24.4%	10/21.3%	11/24.4%
	Economically Disadvantaged	10/24.4%	7/18.4%	9/24.3%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	NA	NA	NA
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/26.7%	13/28.3%	12/26.7%
	Economically Disadvantaged	11/26.8%	10/27%	8/21.6%
	Students With Disabilities	1/9.1%	1/8.3%	2/18.2%
	English Language Learners	NA	NA	NA

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/26.4%	16/31.4%	19/40.4%
	Economically Disadvantaged	1-/24.4%	12/33.3%	15/41/7%
	Students With Disabilities	1/8.3%	1/11.1%	1/11.1%
	English Language Learners	NA	NA	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/27.1%	19/38.8%	18/39/1%
	Economically Disadvantaged	9/25%	12/36.4%	11/31.4%
	Students With Disabilities	2/22.2%	0/0%	0/0%
	English Language Learners	NA	NA	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/50%	39/73.6%	38/84.4%
	Economically Disadvantaged	1/100%	28/68.3%	28/82.4%
	Students With Disabilities	NA	5/45.5%	5/62.5%
	English Language Learners	NA	NA	NA

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	25		12	25		15				
BLK	38	53	55	33	41	36	56				
HSP	50			50							
MUL	42			8							
WHT	65	30		61	30		92				
FRL	41	44	55	35	37	33	61				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	21	14	31	29	27	12				
BLK	35	40	31	35	27	21	15				
HSP	36			43							
MUL	38	30		44							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	54	50		38	36		38				
FRL	44	40	41	38	35	37	33				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	33	21	26	41	30	25				
BLK	25	27	35	42	49	39	36				
HSP	50			42							
MUL	65	55		65	73						
WHT	40	29		43	38		60				
FRL	31	28	25	45	47	39	43				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	7
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	25
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

SWDs scoring below the overall student population in the academic areas of ELA, Science and Math. The gap averaged about 20% lower than the student population. Fourth grade data drops as the cohort moves from 3rd grade in ELA and Math and our progress monitoring shows that 4th grade data is not improving. Both the drop in 4th grade scores and the SWD achievement gap has been an issue for our school historically.

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

SWDs scored about 20% below grade level peers in proficiency and learning gains in the academic areas of ELA and Math. The overall student population scores dropped in the area of ELA between 2019 FSA and 2021 Spring District Progress Monitoring. Fourth grade in both ELA and math need to be addressed.

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

There were inconsistencies in support for SWDs. This was due to teachers resigning mid-year, and lack of content knowledge for general education teachers and resource teachers. Resource teachers in upper levels lacked pedagogical knowledge to support SWDs. Due to various vacancies during the school year, strategic placement of support staff had to be reassigned to meet the needs of students in the classroom.

Actions:
Teacher lack of knowledge will be addressed with professional development and planning by the school based leadership team, External Operator, and District Professional Learning Department. The PD will be focused around content knowledge of standards, and Tier 1 instruction.

Experienced ESE support teachers have been hired to support SWDs. All staff will be trained on UDL and will be monitored.

Ongoing support from school's Hospitality Committee to recognize teachers and build relationships. This will hopefully address teacher retention throughout the school year.

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

Science. Fifth grade science improved 60 percentage points from the 2019 FSA to the 2021 Spring District Assessment.

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

Teacher from the 2019 assessment was removed based on VAM score, and a new teacher with greater content knowledge and pedagogical skills was hired. Teacher will now be the science instructional coach for the 2021/22 school year to support K-5 science instruction.

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

A standards based summer program for ELA, math and science to help close the achievement gap for identified students K - 5 was implemented during summer 2021. Targeted interventions during the additional hour of daily reading instruction that match student learning gaps. PD that will increase teacher subject knowledge and planning to better have systematic explicit instruction during Tier I instruction will also help accelerate learning.

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

ELA:
1. District and school based PD to implement the new reading instructional materials and supporting
3 - 5 grade teachers to utilize the new curriculum while still focusing on LAFS
2.PD for K-2 teachers on implementing BEST
3. PD in UDL for all teachers and explicit reading instruction for teachers working with struggling learners
MATH:
1. PD for all teachers in explicit math instruction for all students with a focus on SWD
2. District and school based PD on MTR (mathematical thinking and reasoning standards) for all teachers
3. PD for concrete representational and abstract application of math standards (MAFS)
4. Math Talks and Calendar math to support student thinking
SWD:
1. PD for instructional staff on SWD accommodations, instruction and support by FDLRS (Florida Diagnostic and Learning Resources System)
2. PD for instructional staff on the Sonday system for students who have substantial reading deficiencies

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

Bimonthly meetings will be scheduled with the district to focus on the monitoring of the ESSA subgroups, the implementation of planning and PD and tracking student data to determine shifts in instruction. The school based leadership team will be meeting weekly to analyze data and meet with teachers to review and discuss data and next steps or course corrections.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	English Language Arts instruction will be an area of focus for Holm Elementary in 2021-22. In 2019 schoolwide ELA achievement was at 41% proficiency grades 3-5. Historically and in reviewing our progress monitoring data from the previous year 4th grade ELA data drops compared to the 3d grade cohort data and Students with Disabilities (SWD) score below the overall student population in the academic area of ELA. In 2019, the cohort proficiency dropped 26% and the gap for SWDs averaged 18% lower than the student population. 59% of student with disabilities are African American. While the 20/21 ELA achievement was at 44.9% proficiency, which is a slight rise from 2019, we still have areas we need to address. 4th grade ELA data dropped again compared to the 3d grade date - 4th - 25% proficiency, 3d - 52 % proficiency. SWD proficiency was only 12.9% and African American students was 38.6%. AP3 showed K at 49.2% proficient, 1st grade at 37.5% and 2nd grade at 38.3% proficient. The evidence-based strategies below are selected to increase achievement for all students at all grade levels.
Measurable Outcome:	AP 3 K - 5 percent proficient was less that 50%. We want to increase K - 5 proficiency in ELA to at least 50% for each grade level.
Monitoring:	*Data from STAR 360 and core language arts instructional materials will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups. * School administrators will conduct weekly reading intervention walkthroughs and will review school wide data bi-weekly. They will monitor the progress of students receiving intervention and share findings with teachers. Administration will seek district coaching support to recommend adjustments to interventions and/or to provide professional development needs to help improve the effectiveness of intervention. * The RtI Coordinator and MTSS team will meet to analyze data and determine the effectiveness of Tier 2 and Tier 3 interventions for individual students.
Person responsible for monitoring outcome:	Terri Fina (tfina1@ecsdfl.us)
Evidence-based Strategy:	Holm Elementary will focus on the following best practices outlined in the Escambia County K - 12 Comprehensive Evidence Based Reading Plan during core instruction and additional reading intervention. * Tech students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (promising evidence) * Teach students to decode words, analyze word parts, and write and recognize words (strong evidence) *Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence) * Teach students how to use reading comprehension strategies: question generation, visualization, text structure, self-monitoring. (strong evidence) This is defined as intentional mental actions during reading that improve reading comprehension.
Rationale for Evidence-based Strategy:	Comprehension is hindered when a student lacks ability to apply decoding strategies, lacks vocabulary and lacks background knowledge. Furthermore as the text increases in complexity from grades K - 3 to grades 4 and 5, students need explicit instruction in reading comprehension strategies such as visualization, questioning, making inferences, and retelling. The historical drop in performance when the cohort takes the grade 4 FSA

could be attributed to inconsistency of instruction and also the the increase in text complexity and the rigor of the ELA standards. Embedding instruction in how to use intentional mental actions to improve comprehension will help students navigate the more complicated texts they encounter in grades 4 and 5. The practices selected are based on the recommendations of The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, and Improving Reading Comprehension in Kindergarten Through 3rd Grade. Fourth and fifth grade students needing intervention in foundational skills and/or comprehension benefit from instruction aligned to the recommendations outlined in these What Works Clearinghouse practice guides for K - 3. These strategies align to the Escambia County K - 12 Comprehensive Evidence Based Reading Plan.

Action Steps to Implement

Participate in the district High Quality Reading Project for K - 2 teachers to increase teacher knowledge and provide evidence-based foundational skills instruction.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

Provide professional development on the following areas: General Education and ESE teachers on use of the new ELA instructional materials; reading comprehension strategies; teaching students to decode multi-syllabic words, and B.E.S.T standards in grades K - 2 to align to the High Quality Reading Project. Teachers will be paid their hourly rate for participating in professional development that extends beyond the school day. This will be paid for by TSSSR and Unisig funds.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

The Literacy Leadership Team will develop a schoolwide independent reading plan.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

Weekly planning by grade-level will be provided by the School Leadership Team, Literacy Coach and External Operator. Teachers will be paid their hourly rate to plan beyond the school day. This extra time will be paid for through TSSSR and Unisig funds.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

Utilize the MTSS team to identify student needs and match them to interventions based on the intervention decision trees. The RTI/MTSS coordinator is being paid for out of ESSR funds.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

The leadership team will conduct walkthroughs during the literacy block and during intervention periods, and provide feedback to teachers regarding implementation of planning and fidelity of the intervention.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

The leadership team will analyze data collected from classroom walk-throughs and assessments with particular attention to ESSA subgroup performance and will conduct data chats with students, and design remediation and reteach opportunities.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

Provide a literacy coach to support new teachers to increase teacher knowledge. The literacy coach is being paid for out of TSSSR funds.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

The leadership team will develop and present an ELA family night for families to increase their understanding of the B.E.S.T. standards and expand their capacity to assist and work with their students in the area of ELA.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Increasing math proficiency and learning gains will be an area of focus for Holm Elementary due to 2019 FSA scores. 4th and 5th grade learning gains and proficiency showed at least a 20% point gap overall with 3d-5th Students with Disabilities. African American students' proficiency was 35% with learning gains of 27% on 2019 FSA. Students with Disabilities showed proficiency of 31% and learning gains of 27% on 2019 FSA. Economically disadvantaged students had a proficiency of 34% and learning gains of 27% on the 2019 FSA. With the 20/21 FSA test scores math continues to be an area we need to improve with 39.7% proficiency overall, Students with Disabilities 12.9%proficiency, Economically disadvantages student 39/7% proficiency and African American students 34.1% proficient. Our progress monitoring data the same significant drop in student proficiency in 4th grade that the FSA testing did.
Measurable Outcome:	Increase overall math proficiency in grades 3 - 5 to 50% and decrease by 5% the achievement gap between SWD and students without disabilities and between African American students and students overall.
Monitoring:	* Overall math skills will be measured through STAR 360 and Topic Assessments. * Students with Disabilities, African American students and economically disadvantaged students math skills will also be measured through STAR 360 and Topic Assessments.
Person responsible for monitoring outcome:	Terri Fina (tfina1@ecsdfl.us)
Evidence-based Strategy:	* Provide systematic instruction during intervention to develop student understanding of mathematical ideas. * Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. * Use a number line to facilitate the learning of mathematical concepts and procedures, build an understanding of grade-level material, and prepare students for advanced mathematics. * Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.
Rationale for Evidence-based Strategy:	Holm Elementary will focus on the following practices outline in the According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse during core math instruction and additional math intervention time. * Provide students with explicit systematic instruction (strong positive effect) *Teach students precise mathematical language (strong positive effect) * Teach students to use mathematical representation to understand math concepts (strong positive effect) *Teach students to use and understand number lines (strong positive effect) *Provide students explicit word problem instruction (strong positive effect)

Action Steps to Implement

Provide a math coach to support new teachers to increase teacher knowledge. The math coach will be paid out of TSSSR funds.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

The leadership team and teachers will review data from FSA, STAR and Topic assessments bi-monthly. They all will also be involved in a district monthly data meeting. Parents will be provided data after Topic assessments and after the STAR assessment, Students data chats will be scheduled every quarter.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

Weekly planning by grade-level will be provided by the School Leadership team, Math Coach, District Content Specialists, TSAs and External Operator. Teachers will be paid their hourly rate for planning that extends beyond the regular school day out of TSSSR and Unisig funds.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

Provide professional development on the following areas: Number Talks, Calendar Math, Number Lines, Math visuals and Models, Using Storytelling for Math Problem Solving, Mathematical Thinking and Reasoning Standards and others as needed. Teachers will be paid their hourly rate for professional development that extends beyond the regular school day out of both TSSSR and Unisig funds.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

The leadership team will conduct walkthroughs during the math block and intervention periods and provide feedback to teachers regarding implementation of planning and fidelity of the intervention.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

The leadership team will develop and provide a math family night to increase families understanding of math concepts and to expand their capacity to assist their student in the area of math.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The 2021 district progress monitoring data showed a 60 percentage point increase in Science proficiency for 5th grade compared to 2019 Statewide Science Assessment (SSA) of 27% proficient. The primary focus has been targeted toward the 5th grade Science curriculum. The 20/21 state FCAT assessment shows us having a huge leap in proficiency with 63% proficient this past year. It still will be important that we expand our content focus to support science curriculum at the 3d and 4th grade levels given that a large portion of the SSA tests content standards aligned to the 3d and 4th grade curricula. Progress monitoring from AP3 showed that while our economically disadvantaged students increased their proficiency close to our overall student proficiency our SWD students increase but not to the same level.
Measurable Outcome:	5th grade will score an 80% or better on the SSA for the 2021-22 school year. African American students will score 80% or better on the SSA for the 2021-22 school year. Students with Disabilities (SWD) will increase proficiency to close the gap between overall student performance on the SSA by 10% going from 63% to 73%. 3d and 4th grade students will perform at 70% or better on the district Teaching Unit Assessments.
Monitoring:	*Holm 5th grade students will take district Science unit assessments bi-monthly as they are scheduled for the pacing guide. *Holm 3d and 4th students will take district Science unit assessments monthly as they are scheduled for the pacing guide. *The leadership team will review the data which will be broken down by ESSA subgroups, standards and proficiency. The team will also meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities. *The leadership team will monitor instructional practices in science through collaborative planning and classroom walks.
Person responsible for monitoring outcome:	Terri Fina (tfina1@ecsdfl.us)
Evidence-based Strategy:	* Connect and integrate abstract and concrete representations of concepts in Science (organizing instruction and study) * Utilizing writing for a variety of purposes including conveying scientific information, making a scientific argument, enhancing understanding of scientific reading, or to share a scientific experience (writing practice guide) *Teach students how to use reading comprehension strategies for science text (Reading comprehension K - 3) * Students will be given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking and writing (Vocabulary for all)
Rationale for Evidence-based Strategy:	*According to the district and SSA data, students who are not scoring proficient lack the ability to integrate abstract and concrete representations in Science. According to "Organizing Instruction and Study to Improve Student Learning", by providing opportunities for laboratory activities students can make learning connections between abstract and concrete phenomena. (moderate impact) * According to the 2019 FSA data and district progress monitoring data ELA learning gains and proficiency is below the district and state. Low reading comprehension, writing abilities, and usage and understanding on content specific vocabulary are part of the reason for the declining data. Based on "Teaching Elementary School Students to Be Effective Writers" from What Works Clearinghouse the use of writing in a variety of purposes in Science

shows a strong impact on student achievement. Based on "Improving Reading Comprehension in Kindergarten Through 3d Grade" from What Works Clearinghouse, teaching students reading comprehension strategies in science also shows a strong impact on student achievement. According to "10 Key Vocabulary Practices" by the Meadows Center, there is a strong impact on student learning and achievement when students are given multiple encounters with academic vocabulary.

Action Steps to Implement

All 2nd - 5th grade students will take the district pre-test for science. The leadership team will review the data broken down by ESSA subgroups with the teachers to determine existing content knowledge and gaps in science understanding for the grade level.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

The leadership team will provide professional development for teachers for content knowledge, writing in science content, and science discourse. The PD will be integrated into the grade level planning. Professional development that extends beyond the school day will be paid out of TSSSR and Unisig funds when needed.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

The leadership team will conduct bi-monthly walks during the science block to monitor implementation of the planning and professional development and provide feedback to teachers regarding the implementation of planning and PD.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

On a regular basis grades 3,4 and 5 will plan with the leadership team and district specialist. The plans will include labs (modeled by the leadership team), writing activities, and comprehension strategies, and academic language for the science instruction. Planning that extends beyond the school day will be paid out of TSSSR and Unisig when needed.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

Student data on the district unit assessments will be monitored by the leadership team and teachers to review ESSA subgroup performance, conduct data chats with students, and design remediation and reteach opportunities.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, the integration of labs, writing in the Science block, utilizing academic language, and student discourse. The coaching will be monitored by administrative classroom walks to determine the on-going coaching cycle. The science coach will be paid for out of the school's Title I funds.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

The leadership team will develop and present a Science family night for families to assist parents/ guardians with science concepts and to increase their capacity to assist their student(s) in the area of science.

Person Responsible Terri Fina (tfina1@ecsdfl.us)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Culture and environment relating to positive behavior intervention and support will be an area of focus for Holm Elementary in 2021-22. In 2020-21 Holm had 10 referrals in Focus. We had 326 referrals in RTIB which is a decrease from the 19/20 school year where we had 432 RTIB referrals and 19/20 was a decrease from 18/19 where we had 572 referrals in RTIB. Average daily attendance for the 20/21 school year was 78%.
Measurable Outcome:	Increase student average daily attendance to 85% , reduce tardies and decrease behavior referrals in RTIB.
Monitoring:	* Attendance as well as tardies will be monitored through Focus * Referrals will be monitored through Focus *Referrals to RTIb will be monitored through the RTIb website * Child study meetings will monitor both academics and attendance
Person responsible for monitoring outcome:	Terri Fina (tfina1@ecsdfl.us)
Evidence-based Strategy:	* MTSS process for Tier 2 and 3 - Tier 2 are minor interventions put into place in relation to absences and/or behavior such as check in system with an on campus mentor every day for attendance or behavior. In the case of behavior the student would take that mentor their daily behavior sheet for the day. Tier 3 is where we develop more intensive strategies for a students such as a behavior plan and goals for the student that are monitored by the classroom teacher and behavior coach. With attendance issues at this level we would involve parent and students with a contract on attendance. * Parent messaging strategy - This strategy is a person calling home when there is an absence instead of the automated call out. This showed a decrease in absences. We have two levels of personal calls: 1) After a student is absent the homeroom teacher will call home to make contact about the absence. 2) After 5 days cumulative absences our guidance counselor will call home to discuss absences with the family. We hope that these two personal steps will decrease our absentee rate.
Rationale for Evidence-based Strategy:	* According to What Works Clearinghouse "Reducing Behavior Problems in the Elementary School Classroom" it is important to: 1. Identify the specifics of the problem behavior and conditions that prompt and reinforce it 2. Modify classroom learning to decrease behavior problems 3. Teach and reinforce new skills 4. Draw on relationships with professionals and family Working on these four areas show moderate to strong improvement in reducing student behavior problems. * From the National Center for Education Evaluation and Regional Assistance a study was completed on the impact evaluation of parent messaging strategies on student attendance. Findings from the study showed: The two approaches to basic messaging were similarly effective at reducing chronic absences, but one approach to intensified messaging was better than the other for certain students. The intensified messaging that involved school staff directly texting parents reduced the chronic absence rate in the spring more than the other more automated approach.
Action Steps to Implement	

Behavior and attendance data will be monitored by the behavior coach and guidance counselor and will be shared with the leadership team and staff on a regular basis.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

Administration, guidance counselor, faculty and staff will monitor absences as well as tardies and complete a call log on family contacts.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

The PBIS team will sponsor quarterly activities for students based on our PBIS program guidelines the team has developed for both behavior and attendance. The activities and incentives will be paid a kindness grant that our Behavior Coach received and other internal funds.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

The RTI/MTSS coordinator, guidance counselor and behavior coach will provide PD for all teachers on the process. The RTI/MTSS coordinator is paid through ESSR funds and the guidance counselor and behavior coach are units on Holm's staffing grid.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

Teachers will participate in a book study on the book "Conscious Discipline" through SEDNet. Our TSSSA grant will pay for the time the teachers spend in this professional development on this book.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

The behavior tech will work with both individual and groups of students setting goals, monitoring behavior and assisting teachers with positive behavior interventions within the classrooms. The behavior tech will be paid for out of our TSSSA budget.

Person Responsible   Terri Fina (tfina1@ecsdfl.us)

Additional Schoolwide Improvement Priorities

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

Holm Elementary does not register on the SafeSchoolsfor Alex.org website however we will still be monitoring discipline and attendance through Area of Focus #4.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Holm Elementary receives Title I, part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parents and family engagement. This written plan will be devised in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will support the PFEP.

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

Holm faculty and staff - Develop and present information to expand parents/guardians understanding and capacity in relation to behavioral and academic standards in the areas of science, math and ELA.
Parents participate in various activities to increase their understanding of standards and increase their capacity to assist their students as well as completing surveys to provide the school with input on what areas parents are interested in.
Community partners including various churches in the area:- Assist with manpower in developing activities for families such as putting together our outdoor science lab, mentoring students, and/or tutoring students.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$155,902.67
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	310-Professional and Technical Services	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$80,000.00
			Notes: Holm ES UniSig: Focus 1, 2, 3, 4: Contract with The Rensellearville Institute for External Operator services (UniSig portion = 1/2 of $160,000 contract = $80,000) (Escambia County School District funds portions = 1/2 of $160,000 contract = 80,000)			

	5100	520-Textbooks	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$19,809.01
			Notes: Holm ES UniSig: Focus 1: ELA: Supplemental HMH Teacher Guides, My Teaching Pal, and Table Top Tool Kit for Reading and English Language Development are being purchased to support targeted ELA instruction in the inclusion classrooms K - 5 for ESE teachers. (Teacher Guide Set: $735 x 3 Teachers X 6 Grades; Table Top Tool Kit for Reading: $162.75 x 3 Teachers x 6 Grades; Table Top Tool Kit for English Lang. Learners: $162.75 x 3 x 6 Grades; FL Teaching Pal Set: $147 x 3 x 5 Grades)			
	5100	520-Textbooks	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$660.00
			Notes: Holm ES UniSig: Focus 1-ELA: Patterns of Power Text for Teachers to support high quality language instruction. ($44/book x 15 Teachers)			
	6200	612-Library Books for Existing Libraries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$1,649.81
			Notes: Holm ES UniSig Focus 1, 2, 3: High Quality Fiction and Non-fiction text to update Media Center Selections to support the implementation of the B.E.S.T. standards.			
	6400	100-Salaries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$39,369.00
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Hourly rate of pay for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (35.79 x 44 Teachers x 1 hour x 25 weeks) (Balance for other 5 weeks will be in TSSSA roll over)			
	6400	220-Social Security	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$3,011.73
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Social Security for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (0.0765 x $39,369)			
	6400	210-Retirement	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$4,271.54
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Retirement for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (0.1085 x $39,369)			
	6300	240-Workers Compensation	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$472.43
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Workers Comp for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (0.012 x $39,369)			
	7730	100-Salaries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$1,858.50
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Hourly rate of pay for Teacher assistants for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (12.39 x 6 TAs x 1 hour x 25 weeks) (Balance will be in 2020-2021 TSSSA Roll Forward)			
	7730	210-Retirement	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$201.65
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Retirement for Extra pay for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists. (0.1085 x 6 TAs x 1 hour x 25 weeks x $12.39)			
	7730	220-Social Security	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$142.18
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Social Security for Extra pay for content based professional development provided by administration, external operator, curriculum			

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			coordinator, academic coaches, and district content specialists (0.0765 x 6 TAs x 1 hour x 25 weeks x $12.39)			
	7730	240-Workers Compensation	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$22.30
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Workers Comp for Extra pay for content based professional development provided by administration, external operator, curriculum coordinator, academic coaches, and district content specialists (0.012 x 6 TAs x 1 hour x 25 weeks x $12.39)			
	5100	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$4,434.52
			Notes: Holm ES UniSIG: Focus 1, 2, 3, & 4: Office supplies to support instruction. (Examples include: chart paper, copy paper, markers, highlighters, folders, dry erase markers, whiteboards)			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$9,305.35**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$1,079.94
			Notes: Holm ES UniSig Focus 2: Supplemental Math manipulatives to support standards based mathematics instruction. (Fraction Tower Cubes 6 sets x 179.99)			
	6300	100-Salaries	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$6,871.68
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Hourly rate of pay for Content Face to Face Planning with administration, external operator, instructional coaches, and district content specialists (32 T x 3 hours a week x 2 weeks x $35.79) (Balance for other 28 weeks in 2020-2021 TSSSA Roll Forward)			
	6300	220-Social Security	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$525.69
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Social Security for Content Face to Face Planning with administration, external operator, instructional coaches, and district content specialists ($6871.88 x .0765)			
	6300	210-Retirement	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$745.58
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Retirement for Content Face to Face Planning with administration, external operator, instructional coaches, and district content specialists ($6871.68 x .1085)			
	6300	240-Workers Compensation	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$82.46
			Notes: Holm ES UniSIG: Focus 1, 2, 3: Workers Compensation for Content Face to Face Planning with administration, external operator, instructional coaches, and district content specialists ($6871.68 x .012)			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$2,422.71**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$422.71
			Notes: Holm ES UniSig Focus 3: Page Keeley Assessment Probes to support standards based instruction in grades 1-5 (9 print x 33.55 and 3 print/e-book combinations x 40.26)			
	5100	510-Supplies	0602 - Reinhardt Holm Elementary School	UniSIG	1.0	$2,000.00
			Notes: Holm ES UniSig Focus 3: Supplemental Science supplies to support standards based science instruction in grades K - 5. ($100 x 20 classrooms)			

4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	**$177,792.50**