# Holley Navarre Intermediate School

**2023-24**

**Schoolwide Improvement Plan (SIP)**

## Table of Contents

# Holley Navarre Intermediate

1936 NAVARRE SCHOOL RD, Navarre, FL 32566

http://www.santarosa.k12.fl.us/schools/hni/

## School Board Approval

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

## SIP Authority

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

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

### Additional Target Support and Improvement (ATSI)

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

### Targeted Support and Improvement (TSI)

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

### Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

**Purpose and Outline of the SIP**

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

# I. School Information

## School Mission and Vision

### Provide the school's mission statement.

Holley-Navarre Intermediate School's (HNIS) mission is to love, educate, and prepare all students for graduation and a successful future.

### Provide the school's vision statement.

Holley-Navarre Intermediate School's vision is to provide an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

## School Leadership Team, Stakeholder Involvement and SIP Monitoring

### School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| Thompson, Ann | Principal | Per Santa Rosa County-Elementary School Principal-HR Job Description:<br>• Manage and administer the overall instructional program at the assigned school.<br>• Manage and administer the overall activities of assessing and developing the instructional program at the assigned school.<br>• Manage and administer the selection of textbooks, materials and equipment needed at the assigned school.<br>• Manage and administer the accreditation program for the assigned school.<br>• Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs.<br>• Participate, as requested, in the development of District guides related to instruction and personnel.<br>• Participate, as requested, in the development and adoption of the District's assessment program.<br>• Manage and administer the assessment program for the school.<br>• Manage and supervise the wise use of personnel resources.<br>• Manage, supervise and evaluate personnel.<br>• Manage the implementation and administration of negotiated employee contracts at the school level.<br>• Manage and administer the development of long and short-range instructional and facility needs.<br>• Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school.<br>• Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility.<br>• Coordinate facility and support service requirements with appropriate district offices.<br>• Coordinate and supervise the transportation services at the assigned school.<br>• Manage the discipline of students on buses, including statutory provisions for suspension.<br>• Maintain a high visibility within all areas of the facility.<br>• Establish guidelines for proper student conduct and effective disciplinary procedures and policies.<br>• Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies.<br>• Manage and supervise the function of financial planning for the school, including the preparation of the school's budget.<br>• Manage and supervise, through wise use, the financial resources of the school.<br>• Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment, and services.<br>• Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.<br>• Manage and administer the preparation of financial reports for the school.<br>• Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process.<br>• Manage and administer through statute and District guidelines, the school |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | food service program.<br>• Develop and maintain positive school/community relations and act as liaison between the two.<br>• Be proactive in decisions relating to school and community well-being.<br>• Use effective positive interpersonal communication skills.<br>• Actively participate in the recruitment of business partnership to benefit the school community.<br>• Assign and supervise special tasks to school personnel.<br>• Assign to teachers such responsibility and authority for student control as deemed appropriate.<br>• Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems. |
| Diebolt, Jennifer | Assistant Principal | Per Santa Rosa County Schools-Elementary School Assistant Principal-HR Job Description:<br>• Coordinate all aspects of elementary curriculum.<br>• Coordinate faculty, year level and individual teacher's planning, as assigned.<br>• Assist teachers in interpreting and implementing the District's curriculum.<br>• Coordinate, as assigned, research related to curriculum development.<br>• Recommend curriculum adjustments to meet the special learning needs of individual children.<br>• Assist teachers in organizing classrooms for effective learning.<br>• Implement and schedule the standardized testing program when assigned.<br>• Establish and maintain a system of school-wide textbook accountability.<br>• Schedule and plan in-service programs and prepare required reports.<br>• Work with the media specialist in adapting and improving the use of media in the school.<br>• Participate in proposed and on-going curriculum development projects.<br>• Serve, at the direction of the Principal, as advisor and special consultant to probationary employees.<br>• Coordinate the grade placement and grouping of children.<br>• Assist the Principal in planning and carrying out staff and parent curriculum meetings.<br>• Serve as the administrative representative on the school's MTSS Team.<br>• Complete special assignments assigned by the Principal.<br>• Assume building supervisory responsibility in the absence of the Principal.<br>• Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline.<br>• Assist in the supervision of all school activities and programs.<br>• Supervise students in order to maintain a safe and orderly environment.<br>• Assist the Principal in planning and implementing the school improvement program.<br>• Assist the Principal and other staff in maintaining a clean and safe school plant.<br>• Assist in the selection, supervision and evaluation of all school personnel. |

| Name | Position Title | Job Duties and Responsibilities |
|------|---------------|--------------------------------|
|  |  | • Prepare such records and reports as the Principal may assign.<br>• Perform other incidental tasks consistent with the goals and objectives of this position. |
| Meyer, Monica | Teacher, K-12 | Per Santa Rosa County Schools-Elementary Teacher-HR Job Description:<br>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.<br>• 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.<br>• 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.<br>• 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.<br>• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• Instructs students for the purpose of improving their success in academics through a defined course of study.<br>• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.<br>• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.<br>• 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. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| | | • 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.<br>• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.<br>• 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.<br>• Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.<br>• 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.<br>• Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, cocurricular 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.<br>• Establishes and maintains cooperative relations with students, faculty, staff, and parents.<br>• Assumes the responsibility to maintain a valid Florida teacher's certificate. |
| Sawarynski, Tiffany | Other | Per Santa Rosa County Schools-Success Coach, Elementary- HR Job Description:<br>• Assist in the registration and placement of students<br>• Work cooperatively with school counselor<br>• Oversee the provision of career development activities for students<br>• Provide appropriate consultation with parents on all issues related to |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | student success<br>• Provide appropriate consultation and staff development to school personnel as needed<br>• Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students<br>• Track attendance and develop appropriate truancy intervention plans<br>• Assist with referrals to other service providers and outside agencies<br>• Facilitates Integrated Services Team meetings<br>• Develop 504 plans and health care plans as needed<br>• Maintains access to current information regarding community resources<br>• Organizes community service projects<br>• Assist with the coordination of district and state-mandated assessments and provide assistance in the interpretation of results to parents, students, and other school staff.<br>• Provide or assists with student orientation<br>• Consult with school personnel on issues regarding student discipline<br>• Assist in the orientation of new faculty and staff members<br>• Assist with parent/teacher conferences as requested<br>• Assist with the overseeing of the proper maintenance of student records as required by applicable policies, regulations, and procedures<br>• Attend and participates in faculty meetings<br>• Accept responsibility for extra-curricular activities as assigned<br>• Attend professional meetings and staff development activities<br>• Maintain a valid Florida teacher's certificate<br>• Provide own method of transportation to various locations when required<br>• Perform other tasks and responsibilities as assigned by the principal |
| Riggins, Lyndee | Teacher, K-12 | Per Santa Rosa County Schools-Elementary Teacher-HR Job Description:<br>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.<br>• 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.<br>• 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.<br>• 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.<br>• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.<br>• 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.<br>• Monitors students in a variety of educational environments (e.g. |

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| | | classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.<br>• 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.<br>• 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.<br>• 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.<br>• Instructs students for the purpose of improving their success in academics through a defined course of study.<br>• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.<br>• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.<br>• 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.<br>• 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.<br>• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.<br>• Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, |

| Name | Position Title | Job Duties and Responsibilities |
|------|---------------|--------------------------------|
| | | collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement.<br>• Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.<br>• 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.<br>• Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, cocurricular 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.<br>• Establishes and maintains cooperative relations with students, faculty, staff, and parents.<br>• Assumes the responsibility to maintain a valid Florida teacher's certificate. |
| Brewer, Brandy | Teacher, K-12 | Per Santa Rosa County Schools-Elementary Teacher-HR Job Description:<br>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.<br>• 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.<br>• 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.<br>• 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.<br>• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• Directs assistant teachers, student teachers, instructional assistants, |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.<br>• Instructs students for the purpose of improving their success in academics through a defined course of study.<br>• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.<br>• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.<br>• 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.<br>• 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.<br>• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.<br>• 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.<br>• Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.<br>• 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.<br>• Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, cocurricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | learners including learners with disabilities/differences/other languages.<br>• Establishes and maintains cooperative relations with students, faculty, staff, and parents.<br>• Assumes the responsibility to maintain a valid Florida teacher's certificate. |
| Holderfield, Llyndze | School Counselor | Principle Duties and Responsibilities:<br>• Assists in the registration and placement of students.<br>• Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students.<br>• Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups.<br>• Oversees the provision of career development activities for students.<br>• Administers initial screenings and coordinates the referral process for identification and placement of students with special needs.<br>• Provides appropriate consultation with parents on all issues related to student success.<br>• Provides appropriate consultation and staff development to school personnel as needed.<br>• Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students.<br>•Tracks attendance and develops appropriate truancy intervention plans.<br>• Assists with referrals to other service providers and outside agencies.<br>• Facilitates Integrated Services Team meetings.<br>• Develops 504 plans and health care plans as needed.<br>• Maintains access to current information regarding community resources.<br>• Organizes community service projects.<br>• Coordinates district and state-mandated assessments and provides assistance in the interpretation of results. to parents, students, and other school staff.<br>• Provides or assists with student orientation.<br>• Evaluates the guidance program on a continuing basis.<br>• Consults with school personnel on issues regarding student discipline.<br>• Assists in the orientation of new faculty and staff members. |
| Wilson, Catherine | Teacher, K-12 | Per Santa Rosa County Schools-Elementary Teacher-HR Job Description:<br>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.<br>• 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.<br>• 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.<br>• 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. |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• 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.<br>• Instructs students for the purpose of improving their success in academics through a defined course of study.<br>• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.<br>• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.<br>• 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.<br>• 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.<br>• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.<br>• 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.<br>• 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.<br>• 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.<br>• Maintains accurate, complete, and correct records as required by |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|----------------------------------|
| | | applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information.<br>• Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.<br>• 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.<br>• Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.<br>• 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.<br>• Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, cocurricular 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.<br>• Establishes and maintains cooperative relations with students, faculty, staff, and parents.<br>• Assumes the responsibility to maintain a valid Florida teacher's certificate. |
| Lemons, Danielle | Teacher, ESE | Principle Duties and Responsibilities (Essential Functions):<br>• 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.<br>• Collaborates with other teachers in full inclusion classrooms non-instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.<br>• Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.<br>• 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.<br>• Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.<br>• 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.<br>• 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, |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | positive learning environment and adhering to state and federal laws and school board policies.<br>• 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.<br>• 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.<br>• 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.<br>• 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<br>• Directs para-professionals for the purpose of providing an effective classroom program and addressing the needs of individual students.<br>• Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit. |
| Buffington, Allison | Instructional Media | Principle Duties and Responsibilities:<br>• Organizes and implements an open-concept media program which fully supports the educational goals and objectives of the school.<br>• Supports curriculum through cooperative planning and consultation with faculty and administration.<br>• Creates and facilitates an appropriate atmosphere of educational innovation and accepts leadership responsibilities for new directions in educational development.<br>• Instructs small and large groups in sequential information retrieval skills.<br>• Teaches lessons with specific objectives defined by and in cooperation with individual teachers.<br>• Provides guidance in selection, location, utilization and evaluation of print and non-print materials and in technology.<br>• Furnishes reading guidance for patrons with unique needs and encourages all patrons to adopt lifelong reading interests.<br>• Maintains continuing knowledge and awareness of new technologies and how they impact the curriculum and instruction.<br>• Conducts ongoing formal and informal faculty In-service in the field of technology.<br>• Trouble shoots malfunctioning equipment.<br>• Evaluates, selects, and orders print and non-print materials, and removes those no longer usable.<br>• Establishes circulation procedures which assure maximum availability of resources to all patrons.<br>• Initiates and directs management procedures for Media Center, including |

| Name | Position Title | Job Duties and Responsibilities |
|---|---|---|
| | | supervision of clerical routines and maintenance of all records relating to collection management.<br>• Prepares and submits all required reports for Media Center usage and activities.<br>• Formulates and administers Media Center budget.<br>• Supports professional organizations at district, state and national levels.<br>• Evaluates and restructures media program, as needed, soliciting input from total school population.<br>• Ensures professional growth through attendance at seminars, conferences, and university courses, and through extensive professional reading.<br>• Assumes the responsibility to maintain a valid Florida teacher's certificate.<br>• Performs other tasks and/or responsibilities as assigned by the principal.<br>• Provides own method of transportation to various locations when required. |
| Lancaster, Becky | Other | Principle Duties and Responsibilities (Essential Functions):<br><br>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.<br><br>• Maintains files of activities relating to school internal funds;<br>• Performs detailed clerical and bookkeeping duties for school internal funds;<br>• Coordinates with school personnel, students and vendors concerning account status;<br>• Prepares reports as needed or requested for the school and/or appropriate school personnel;<br>• Maintains status of internal budget during the year;<br>• Issues purchase orders and keeps record of purchases;<br>• Collects and receipts money from school activities in accordance with proper procedures;<br>• Makes bank deposits in accordance with proper procedures;<br>• Reconciles monthly bank statements in a timely manner;<br>• Maintains and inputs computer information regarding internal funds activities;<br>• Performs monthly and year-end close-outs;<br>• Performs related clerical and secretarial duties as required or assigned. (Duties do not include clinic duty, bus duty, hall duty, lunch duty, or textbook inventory). |

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

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

On July 25, 2023, the HNIS Leadership Team met to discuss the 2023 students' achievement data and parent/student/staff survey data as well as the goals for the 2023-2024 school year and any barriers to these goals. The Leadership Team consists of a representative from each grade level including the ESE staff, the Ed Support staff, Special Areas staff, and Guidance. The 2022-2023 SAC members met on August 4, 2023, to discuss the data, goals, and possible barriers as well. Two parents as well as representatives form each grade level, Ed Support, and Administration were present. These two meetings provided leadership team members, teachers, school staff, parents, and community members to give input into the creation of the 2023-2024 SIP.

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

Students will complete PM1 and PM2 FAST assessments prior to completing PM3 testing in May. Data will be analyzed and discussed with teachers after each assessment to determine strengths and areas for improvement as well as instructional strategies to be implemented to best improve the academic achievement of students. STAR Reading and Math assessments will be utilized in between the FAST assessments to provide an additional layer of data to monitor students' progress. ESE push-in teachers will collaborate and analyze data with classroom teachers, interventionists, and the MTSS committee to best support the achievement of ESE students. Interventionists will complete STAR Reading assessments on a monthly basis to monitor the progress of Tier III reading students. This data will be shared with classroom teachers and the MTSS committee to determine the success of interventions and to drive needed additions or changes to students' PMPs. As needed, the SIP will be revised to address specific areas of need as demonstrated through the analysis of the progress monitoring data.

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

| Demographic Data | |
|---|---|
| Only ESSA identification and school grade history updated 3/11/2024 | |
| **2023-24 Status** (per MSID File) | Active |
| **School Type and Grades Served** (per MSID File) | Elementary School 3-5 |
| **Primary Service Type** (per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | Yes |
| **2022-23 Minority Rate** | 35% |

| | |
|---|---|
| **2022-23 Economically Disadvantaged (FRL) Rate** | 42% |
| **Charter School** | No |
| **RAISE School** | No |
| **ESSA Identification** <br> *updated as of 3/11/2024 | N/A |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** <br> (subgroups with 10 or more students) <br> (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) <br> English Language Learners (ELL) <br> Asian Students (ASN) <br> Black/African American Students (BLK) <br> Hispanic Students (HSP) <br> Multiracial Students (MUL) <br> White Students (WHT) <br> Economically Disadvantaged Students (FRL) |
| **School Grades History** <br> *2022-23 school grades will serve as an informational baseline. | 2021-22: B <br><br> 2019-20: B <br><br> 2018-19: B <br><br> 2017-18: B |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

## Early Warning Systems

**Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 27 | 27 | 27 | 0 | 0 | 0 | 81 |
| One or more suspensions | 0 | 0 | 0 | 14 | 6 | 10 | 0 | 0 | 0 | 30 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 11 | 5 | 8 | 0 | 0 | 0 | 24 |
| Course failure in Math | 0 | 0 | 0 | 8 | 7 | 10 | 0 | 0 | 0 | 25 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 8 | 28 | 33 | 0 | 0 | 0 | 69 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 3 | 25 | 0 | 0 | 0 | 28 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 11 | 14 | 20 | 0 | 0 | 0 | 45 |

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

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

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 32 | 22 | 26 | 0 | 0 | 0 | 80 |
| One or more suspensions | 0 | 0 | 0 | 3 | 3 | 4 | 0 | 0 | 0 | 10 |
| Course failure in ELA | 0 | 0 | 0 | 10 | 6 | 5 | 0 | 0 | 0 | 21 |
| Course failure in Math | 0 | 0 | 0 | 9 | 10 | 8 | 0 | 0 | 0 | 27 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 5 | 34 | 44 | 0 | 0 | 0 | 83 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 2 | 30 | 36 | 0 | 0 | 0 | 68 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 18 | 35 | 44 | 0 | 0 | 0 | 97 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 6 | 13 | 15 | 0 | 0 | 0 | 34 |

**The number of students identified retained:**

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

## Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 32 | 22 | 26 | 0 | 0 | 0 | 80 |
| One or more suspensions | 0 | 0 | 0 | 3 | 3 | 4 | 0 | 0 | 0 | 10 |
| Course failure in ELA | 0 | 0 | 0 | 10 | 6 | 5 | 0 | 0 | 0 | 21 |
| Course failure in Math | 0 | 0 | 0 | 9 | 10 | 8 | 0 | 0 | 0 | 27 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 5 | 34 | 44 | 0 | 0 | 0 | 83 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 2 | 30 | 36 | 0 | 0 | 0 | 68 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 18 | 35 | 44 | 0 | 0 | 0 | 97 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 6 | 13 | 15 | 0 | 0 | 0 | 34 |

**The number of students identified retained:**

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

# II. Needs Assessment/Data Review

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

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

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 63 | 62 | 53 | 66 | 65 | 56 | 66 | | |
| ELA Learning Gains | | | | 60 | | | 61 | | |
| ELA Lowest 25th Percentile | | | | 40 | | | 47 | | |
| Math Achievement* | 71 | 68 | 59 | 72 | 45 | 50 | 75 | | |
| Math Learning Gains | | | | 64 | | | 66 | | |
| Math Lowest 25th Percentile | | | | 46 | | | 63 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 66 | 57 | 54 | 68 | 68 | 59 | 66 | | |
| Social Studies Achievement* | | | | | 64 | 64 | | | |
| Middle School Acceleration | | | | | 51 | 52 | | | |
| Graduation Rate | | | | | 55 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | | 77 | 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.*

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

## ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 66 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 263 |
| Total Components for the Federal Index | 4 |
| Percent Tested | 100 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 59 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 416 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 99 |
| Graduation Rate | |

**ESSA Subgroup Data Review (pre-populated)**

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| **ESSA Subgroup** | **Federal Percent of Points Index** | **Subgroup Below 41%** | **Number of Consecutive years the Subgroup is Below 41%** | **Number of Consecutive Years the Subgroup is Below 32%** |
| SWD | 40 | Yes | 1 | |
| ELL | 58 | | | |
| AMI | | | | |
| ASN | 62 | | | |
| BLK | 54 | | | |
| HSP | 63 | | | |
| MUL | 69 | | | |
| PAC | | | | |
| WHT | 67 | | | |
| FRL | 57 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|---|---|---|---|
| **ESSA Subgroup** | **Federal Percent of Points Index** | **Subgroup Below 41%** | **Number of Consecutive years the Subgroup is Below 41%** | **Number of Consecutive Years the Subgroup is Below 32%** |
| SWD | 42 | | | |
| ELL | 42 | | | |
| AMI | | | | |
| ASN | 65 | | | |
| BLK | 64 | | | |
| HSP | 55 | | | |
| MUL | 53 | | | |
| PAC | | | | |
| WHT | 61 | | | |
| FRL | 57 | | | |

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

| **2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 63 | | | 71 | | | 66 | | | | | |
| SWD | 42 | | | 43 | | | 29 | | | | 4 | |
| ELL | 50 | | | 63 | | | 60 | | | | 3 | |
| AMI | | | | | | | | | | | | |
| ASN | 54 | | | 69 | | | | | | | 2 | |
| BLK | 62 | | | 45 | | | | | | | 3 | |
| HSP | 61 | | | 69 | | | 61 | | | | 4 | |
| MUL | 67 | | | 74 | | | 63 | | | | 4 | |
| PAC | | | | | | | | | | | | |
| WHT | 63 | | | 72 | | | 67 | | | | 4 | |
| FRL | 56 | | | 63 | | | 57 | | | | 4 | |

| **2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2020-21 | C & C Accel 2020-21 | ELP Progress |
| All Students | 66 | 60 | 40 | 72 | 64 | 46 | 68 | | | | | |
| SWD | 47 | 50 | 24 | 52 | 48 | 31 | 39 | | | | | |
| ELL | 55 | 43 | 30 | 41 | 46 | 42 | 36 | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | 80 | | | 50 | | | | | | | | |
| BLK | 66 | 65 | | 62 | 76 | | 50 | | | | | |
| HSP | 61 | 64 | 33 | 62 | 66 | 45 | 55 | | | | | |
| MUL | 68 | 51 | 22 | 72 | 59 | 24 | 75 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 66 | 60 | 45 | 76 | 64 | 49 | 70 | | | | | |
| FRL | 61 | 58 | 41 | 67 | 61 | 47 | 62 | | | | | |

| **2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 66 | 61 | 47 | 75 | 66 | 63 | 66 | | | | | |
| SWD | 41 | 39 | 15 | 52 | 55 | 65 | 36 | | | | | |
| ELL | 48 | | | 55 | | | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | | |
| **Subgroups** | **ELA Ach.** | **ELA LG** | **ELA LG L25%** | **Math Ach.** | **Math LG** | **Math LG L25%** | **Sci Ach.** | **SS Ach.** | **MS Accel.** | **Grad Rate 2019-20** | **C & C Accel 2019-20** | **ELP Progress** |
| AMI | | | | | | | | | | | | |
| ASN | 77 | | | 77 | | | | | | | | |
| BLK | 63 | 50 | | 63 | 50 | | 38 | | | | | |
| HSP | 59 | 48 | | 64 | 53 | 40 | 58 | | | | | |
| MUL | 59 | 43 | | 76 | 76 | | 60 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 69 | 67 | 53 | 79 | 68 | 68 | 72 | | | | | |
| FRL | 58 | 56 | 46 | 65 | 58 | 55 | 55 | | | | | |

**Grade Level Data Review– State Assessments (pre-populated)**
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| **ELA** | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2023 - Spring | 65% | 64% | 1% | 54% | 11% |
| 04 | 2023 - Spring | 71% | 68% | 3% | 58% | 13% |
| 03 | 2023 - Spring | 61% | 61% | 0% | 50% | 11% |

| **MATH** | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 03 | 2023 - Spring | 70% | 70% | 0% | 59% | 11% |
| 04 | 2023 - Spring | 78% | 72% | 6% | 61% | 17% |
| 05 | 2023 - Spring | 70% | 63% | 7% | 55% | 15% |

| **SCIENCE** | | | | | | |
|---|---|---|---|---|---|---|
| **Grade** | **Year** | **School** | **District** | **School-District Comparison** | **State** | **School-State Comparison** |
| 05 | 2023 - Spring | 65% | 55% | 10% | 51% | 14% |

# III. Planning for Improvement

**Data Analysis/Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the 2023 PM3 FAST ELA proficiency levels, third grade ELA is the data component that showed the lowest performance. HNIS students demonstrated lower proficiency levels in the area of ELA as compared to math. Overall school ELA proficiency was 66% compared to 61% in third grade.

In 2019, the third grade ELA proficiency level of HNIS students on the FSA was 73%, and in 2021 the proficiency rate decreased to 64%. It increased to 66% in 2022 and in 2023 dropped to 61%. The district's third grade average ELA rate was 61% in 2023, which is identical to HNIS's third grade students.

This cohort of third graders was in kindergarten during the COVID-19 pandemic. Students may have missed key instruction and may have gaps in foundational skills necessary for reading achievement. The 2023 FAST assessment was computer-based. Third graders at HNIS were the only group of students that were not one-to-one with technology. This limited their opportunities to practice reading and testing on computers.

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

Third grade ELA and math scores showed the greatest decline from the previous year: ELA proficiency dropped from 66% in 2022 to 61% in 2023, and math proficiency dropped from 74% in 2022 to 69% in 2023. Both components decreased by 5%.

This cohort of third graders was in kindergarten during the COVID-19 pandemic. Students may have missed key instruction and may have gaps in foundational skills necessary for reading and math achievement. The 2023 FAST assessment was computer-based. Third graders at HNIS were the only group of students that were not one-to-one with technology. This limited their opportunities to practice reading and testing on computers.

**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.**

While all of the HNIS proficiency scores in each grade level for ELA and math are significantly higher than the State's average in each category, there is only a +10% difference between HNIS 5th grade ELA scores (65%) in comparison to the State's average of 55%. Also, in the subject of math, HNIS 3rd graders scored 69% proficiency as compared to the State's proficiency average of 59% (+10%). All other HNIS proficiency levels across grade levels in all subjects, including science, showed larger increases (an average of +14.4%) in proficiency percentages than the averages of the State.

The 2023 5th grade HNIS cohort was comprised of the 3rd graders from the COVID-19 pandemic. Their ELA scores dropped 9 percentage points in 2021 which was possibly due to the loss of foundational instruction from the previous 2020 school year. These students continued to struggle during the 2021-2022 school year resulting in a 61% proficiency rate in 4th grade ELA scores. With specific, targeted reading interventions and progress monitoring, the ELA proficiency rate in this cohort rose to 65% in 2023.

The smaller increase in math proficiency rates among 2023 HNIS 3rd grade students may be due to the loss of key foundational math instruction during the 2020 COVID-19 pandemic. Also, the 2023 FAST assessment was computer-based. Third graders at HNIS were the only group of students that were not one-to-one with technology. This limited their opportunities to practice reading and testing on computers.

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

The data component that showed the most improvement was the ELA proficiency rate among HNIS 4th grade students. ELA proficiency increased from 61% in 2022 to 71% in 2023 (+10%). During the 2022-2023 school year, HNIS utilized three reading-endorsed reading interventionists and/or ESE push-in teachers to deliver Tier III interventions to all students in need. Differentiated interventions focused on the specific needs of the students within each group, and regular, consistent progress monitoring with more frequent MTSS meetings (every two weeks) tailored the students' PMPs to the necessary reading interventions. Fluid Tier III groups enhanced the instruction and the learning for each student.

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

From review of the EWS data from the 2022-2023 school year, a major area of concern is the discipline data. A total of 96 referrals with 17 Out-of-School Suspension actions resulted in a total of 46 days of lost instruction for those students. Coupled with an attendance rate of 94.16% for students and a 93% attendance rate for staff, more lost instruction for all students is concerning.

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

1. Focus on ELA instructional practices and increased student achievement
2. Focus on implementation of standards-aligned learning and scales in all classrooms
3. Positive Culture and Environment focus: PBIS- School houses/communities to improve student discipline data
and attendance (for both students and staff)

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

| #1. Positive Culture and Environment specifically relating to Other |
|---|

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

Upon review of the HNIS 2022-2023 data, two areas of concern were noted: student discipline referrals and attendance rates of students and staff. A total of 106 office referrals (+19 from the 21-22 school year) with 22 Out-of- School-Suspensions (+5 from the 21-22 school year). These Out-of-School Suspensions resulted in a total of 46 days of lost instruction for those students. Coupled with an attendance rate of 94.16% for students and a 93% attendance rate for staff, more lost instruction for all students is a concern.

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

Short Term: Students' discipline data will improve to a total of 85 or fewer referrals with 15 or fewer Out-of-School Suspensions, and the attendance rate for students will improve to 95% and to 95% for staff members at the end of the 2023-2024 school year.

Long Term: Students' discipline data will improve to a total of 70 or fewer referrals with 10 or fewer Out-of-School Suspensions, and the attendance rate for students will improve to 96% and to 96% for staff members at the end of the 2024-2025 school year.

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

The PBIS Committee will review the discipline and attendance data every two weeks during their regularly scheduled meetings. Leadership will review this data monthly so that grade chairs may share with their teams. The data will also be shared with the HNIS SAC. Changes or necessary adjustments to the plan will be discussed at each of these meetings.

**Person responsible for monitoring outcome:**

Ann Thompson (thompsone@santarosa.k12.fl.us)

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

In order to promote a more positive school culture, HNIS will implement the school house/communities system using PBIS rewards. "A combination of PBIS and house groups in schools is hard to beat! House groups give students an opportunity to work collaboratively, develop relationships, and establish a stronger connection to the school community. The advantage of house groups in schools is that they dovetail nicely with a PBIS initiative. PBIS establishes the expectations of positive behavior in a variety of locations throughout the school. Grouping students within house groups can rev up excitement, foster a competitive spirit, and reinforce positive behavior." (1) As students and staff members interact within their smaller communities from the school environment, a greater sense of belonging and identity will strengthen relationships and foster leadership skills among the students and staff.

(1) https://www.pbisrewards.com/blog/using-pbis-rewards-house-system/

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

To achieve new layers of belonging in the HNIS family for students and staff, school houses/communities will enable all to interact and collaborate with stakeholders who would otherwise remain unfamiliar. "Utilizing a house system in schools connects students independent of grade level, allowing older students to develop into leadership roles. House activities and competitions encourage students to come together

to support and cheer one another on while having fun. Students who struggle in the classroom can also benefit from being a part of a house, particularly when behaviors are the focus instead of grades. House groups also enable students to develop socially and emotionally, reinforcing the concepts taught as part of an SEL curriculum." (1) As the school culture thrives, students and staff will become more invested in being present and accountable for the success of all students.

(1) https://www.pbisrewards.com/blog/using-pbis-rewards-house-system/

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

Tier 4 - Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

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

1. Creation of the guidelines and procedures for the houses/communities will be facilitated through the PBIS Committee. This information will be shared with staff during Pre-Planning sessions and will be introduced to students during the first few weeks of school.
- Expectation and awarding of points will be established.
- Quarterly meetings of houses/communities will be determined with activities planned for each meeting.
- Reward activities will be arranged.

**Person Responsible:** Llyndze Holderfield (holderfieldl@santarosa.k12.fl.us)

**By When:** Ongoing throughout the year

2. All Staff members will be sorted into houses/communities during Pre-Planning 2023-24 sessions. All students will be sorted into houses/communities during the first two weeks of school.

**Person Responsible:** Llyndze Holderfield (holderfieldl@santarosa.k12.fl.us)

**By When:** By the end of the first two weeks of the 2023-24 school year. New students who enter HNIS throughout the year will be sorted into houses/communities upon arrival.

3. Data will be shared with the designated stakeholder groups. Adjustments to the system will be made as necessary.

**Person Responsible:** Llyndze Holderfield (holderfieldl@santarosa.k12.fl.us)

**By When:** Ongoing throughout the year- at PBIS Committee meetings, Leadership Team meetings, grade level meetings, and SAC meetings.

## #2. Instructional Practice specifically relating to ELA

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

Based on the 2023 PM3 FAST ELA proficiency levels, HNIS students demonstrated lower proficiency levels in the area of ELA as compared to math. Overall school ELA proficiency results were 66%, compared to 2022 FSA results of 66%, 2021 FSA resuts of 66%, and 2019 FSA results of 69%. There has been no growth in the area of ELA proficiency since 2019. ELA proficiency directly impacts achievement in all subject areas.

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

Short Term: Holley-Navarre Intermediate's goal is for 59% of all HNIS students to achieve proficiency on the 2023 mid-year ELA statewide assessment- FAST (Cambium) PM2 .

Long Term: Holley-Navarre Intermediate's goal is for 70% of all HNIS students to achieve proficiency on the 2023 end-of-year ELA statewide assessment- FAST (Cambium) PM3.

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

This Area of Focus will be progress-monitored throughout the 2023-2024 school year through the use of data from the FAST statewide progress monitoring assessment which will be administered three times throughout the school year. STAR ELA tests will be performed at various intervals to assist reading interventionists and teachers as they provide necessary interventions to ensure students' academic success. STAR progress monitoring scores will provide valuable data as the academic progress of the lower quartile of HNIS students is assessed. Review of Progress Monitoring Plans (PMPs) and Individualized Education Plans (IEPs) will be conducted as well. MTSS meetings occur every 3 weeks to address academic and behavior that impact student achievement. Quarterly data chats with teachers will monitor the progress of the lowest quartile of HNI students. At the end of the school year, student performance on the final FAST assessment will be analyzed to determine achievement of this goal.

**Person responsible for monitoring outcome:**

Ann Thompson (thompsone@santarosa.k12.fl.us)

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

Explicit, systematic instruction will be utilized to increase the ELA proficiency of HNIS students. This type of instruction clearly identifies the skills or concepts to be learned and connects the new content to previous learning. As the teacher gives precise instructions and models concepts or procedures in a step-by-step manner, students are able to hear the teacher as he or she verbalizes thought processes while demonstrating the concept or procedure. This instruction provides opportunities to practice, using the scaffolded instruction sequence of guided practice and independent practice. Students are encouraged to verbalize the strategies they use to solve problems with the reasoning behind the choices of chosen strategies as well.
The teacher offers specific feedback about correct and incorrect actions, with time to correct answers and to allow for progress monitoring and maintenance. (Hattie's Effect Size: 0.57)

Resource: The IRIS Center Peabody College, Vanderbilt University, Nashville, TN 37203
iris@vanderbilt.edu

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

The rationale for using explicit, systematic instruction is due to the proven positive benefits of increasing student achievement for students across multi-grade levels and with diverse groups of students, including students with disabilities (SWD students) and ELL students. SWD and ELL students are subgroups that are targeted to ensure growth at the county and school-site level. This evidence-based strategy benefits all students, including our lowest quartile, and will increase academic proficiency on the 2024 ELA FAST progress monitoring assessment- PM3.

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

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

1. Professional development to improve explicit, systematic instruction:
-Subs for county training/school-based "data days" (quarterly)
-Data PLCs among peer teachers (bi-weekly)
-Grade-level data discussions (monthly)
-"Seahawk Walks" for teachers- peer observation (quarterly or as needed)
-Conferences and workshops for teachers (as available)
-Conferences for administrators (as available)
-Book studies- literacy, classroom management, PLCs on behavior, PLCs focused on student teaming (The Power of Student Teams)
-District staff-provided PD/mentoring

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** Ongoing, throughout the school year

2. Instructional/technology-based resources to assist in explicit systematic instruction:
-Student laptops (one-to-one in all classrooms)/technology and charging carts
-Houghton Mifflin Harcourt- Into Reading reading materials for Tier I and Tier II instruction
-Supplemental materials- Coach/iReady workbooks
-Computer-based reading instructional materials (i.e. Study Island, Beanstack, iReady)
-Intervention/progress monitoring materials and supplies (to include paper, folders, pens, dry erase markers, dry erase boards, toner and/or ink)- reading interventionists
-ELA Short Reads
-Phonics for Reading for Tier III instruction
-SIPPS 95%- Multi-syllable Phonics Chips kit and/or Multi-syllable Routine Cards/Phonics Lesson Library for Tier III Instruction
-Florida Test Prep practice Books
-Voyager Passport Tier III reading intervention
-UFLI resources for Tier II and Tier III instruction
-Standards-based ELA lessons delivered by Media Specialist during classroom rotations

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** Ongoing, throughout the school year

3. Family Engagement activities/resources for academic achievement and additional student opportunities as extensions of explicit, systematic instruction:

-Media Night events
-Event food/refreshments and educational resources/materials for families(Virtual and/or in-person platform)- STEAM Night, Literacy Night
-New World Reading Initiative: - This provides free high-quality books to K-5 students with a substantial reading deficiency or who scored below a Level 3 on the preceding year's statewide ELA assessment and training materials for parents of students participating in the initiative.
-Read-At-Home (RaH) Plan: RaH is distributed to parents of a student with a substantial deficiency in reading. RaH Plan will include resources for parents to help their student at home.
-Reading/Math instructional support nights for Targeted Assistance (ED) families- materials and supplies to be provided

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** Ongoing, throughout the school year

4. Allocated staffing and master schedule- maximize classroom instruction and support:
-ESE push-in teachers- all Reading Endorsed and will help deliver Tier III instruction as needed
-Paraprofessionals assisting dual-certified teachers during Tier I instruction
-Intervention teachers (2)- Tier III/Tier II support in reading (Reading Endorsed teachers)
-Reading blocks for all grade levels will be scheduled before the class's daily designated lunch time.

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** Ongoing, throughout the school year

5. After-school tutoring for Targeted Assistance (ED) students:
-Funding for tutors- Fall and Spring (12-14 sessions each)
-Instructional/Progress monitoring material- iReady workbooks

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** Fall 2023 and Spring 2024 (prior to PM3 FAST testing)

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

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

HNIS students demonstrated the following proficiency rates on the 2023 PM3 FAST assessments: ELA-66%, Math- 72%, and Science- 65%. Additionally, classroom walkthrough data reflected that 68% of teachers effectively aligned instruction to benchmarks according to observation scores in the Standards-Based Planning domain during the 2022-2023 school year. Benchmark-aligned instruction is a process for planning, delivering, monitoring, and improving expectations clearly defined in academic content standards which provide the basis for content in instruction and assessment. Learning outcomes for all students will increase as they are increasingly exposed to targeted, benchmark-aligned instruction.

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

Short Term: Walkthrough data will increase to 70% in the domain of Standards-Based Planning at mid-year and 75% at the end of the 2023-2024 school year in the area of teachers delivering explicit, benchmark-aligned instruction. FAST data will reflect a minimum of 70% of students proficient in all content areas by the end of the 2023-2024 school year.

Long Term: Walkthrough data will increase to 80% in the domain of Standards-Based Planning at mid-year and 90% at the end of the 2024-2025 school year in the area of teachers delivering benchmark-aligned instruction. FSAT data will reflect a minimum of 75% of students proficient in all content areas by the end of the 2024-2025 school year.

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

HNIS administration will conduct regular classroom walkthroughs/observations and provide feedback to teachers. As needed, lesson plans will be reviewed and feedback will be provided to teachers for improvement. Each new teacher will have a mentor and a pod of peers to facilitate common planning processes. The Leadership Team will meet monthly and grade level peers will meet twice a month to discuss trends and adjust as needed.

**Person responsible for monitoring outcome:**

Ann Thompson (thompsone@santarosa.k12.fl.us)

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

In order to increase benchmark-aligned instruction in classrooms, we will effectively implement the Marzano Focused Teacher Evaluation Model framework which "provides a methodology to support teacher growth as teachers make instructional shifts necessary to support students in rigorous, standards-based classrooms" (1). The model draws upon data from field research and validation studies, couples with findings from the extant literature on rigorous, standards-based instruction (2).

(1) https://www.marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEM-White-Paper-1-16-18-Digital-4.pdf

(2) https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM Updated Michigan 08312017.pdf

**Rationale for Evidence-based Intervention:**
Explain the rationale for selecting this specific strategy.

Explicit, standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. The Marzano Focused Teacher Evaluation Model is supported by wide research and demonstrates significantly increased student growth scores (1). The model is comprised of four domains directly tied to student achievement, two, Standards-Based Planning and Standards-Based Instruction, explicitly align to the Area of Focus.

(1) https://www.marzanocenter.com/wp-content/uploads/sites/4/2019/04/FTEM Updated Michigan 08312017.pdf

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

Tier 2 - Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

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

1. Grade chairs, with the support of administration, will facilitate grade-level planning sessions and provide support on how to develop benchmark-aligned lessons.

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** These sessions will occur twice a month and will be on-going throughout the year.

2. Planbook, an online lesson-planning tool, will be purchased for all teachers to access in order to better facilitate collaboration among peers.

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** On-going throughout the year

3. The implementation of student teaming will begin with a book study using "The Power of Student Teams". Teachers and administrators will learn about the importance of student teaming in relation to students' academic achievement and social-emotional learning. The expectation is that teachers will begin to implement this instructional practice as they learn the process.

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** On-going throughout the year

4. Grade-level PLCs will meet twice a month to discuss students' data and instructional strategies in order to strengthen instructional delivery.

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** These groups will begin meeting during the first weeks of school (August 2023) and will be on-going throughout the school year.

5. The HNIS Leadership Team will meet monthly to review any trends in observation data, classroom walkthrough data, lesson plans, and feedback from coaches to adjust as needed.

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** This will occur monthly throughout the school year.

6. Professional development for instructional staff to include enhancement of instructional strategies in all subject areas through the use of the Marzano Focused Teacher Evaluation Model.
-"Seahawk Walks" for teachers- peer observation (quarterly or as needed)
-Conferences and workshops for teachers (as available)
-Conferences for administrators (as available)

-Book studies- literacy, classroom management, PLCs on behavior, PLCs focused on student teaming (The Power of Student Teams)
-District staff-provided PD/mentoring; "Train the Trainer" on B.E.S.T. Standards and Marzano Focused Teacher Evaluation Model

**Person Responsible:** Ann Thompson (thompsone@santarosa.k12.fl.us)

**By When:** This will begin during the 2023-2024 Pre-Planning sessions and will be ongoing throughout the school year.

## Title I Requirements

**Schoolwide Program Plan (SWP) Requirements**
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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**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. (ESSA 1114(b)(4))**
List the school's webpage* where the SIP is made publicly available.

On July 28, 2023, a discussion of students' data, barriers, areas of focus, and action steps for the 2023-2024 SIP was conducted with the HNIS Leadership Team. Input was taken from participants for additions/revisions to the plan. On August 4, 2023, a SAC meeting was held to share this information and to receive input from teachers, staff, and parents as the final draft was prepared for review. Once the SIP is approved by the School Board, it will be shared on our webpage, https://hni.santarosaschools.org/en-US, and a copy will be placed in our Parent Resource Center in the front office of the school. A call-out via Class Tag will inform parents of this information. Open House sessions will be conducted on August 28th, 29th, and 31st at which Title I information and SIP information will be shared with parents through a video composed by the principal and assistant principal.

**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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

At HNIS, we stress teamwork and collaboration with our families. This year through Class Tag, we will send regular call-outs to families each Sunday evening to review upcoming events and important information. As a Targeted-Assistance School, our focus for the use of Title I funds will be on our economically disadvantaged (ED) students. Our goal is to support parents while promoting the academic and social-emotional needs of these students. During our open House events, we will engage parents in our annual Title I meetings to explain important Title I information including our family engagement events such as STEAM Night and Literacy Night. Throughout the year, we will schedule parent engagement events for our targeted students' families to support parents in assisting their children with academic needs- especially in the area of literacy. Instructional resources will be purchased for our targeted students including laptops to provide 1:1 technology capability. Afterschool tutoring for the targeted students will be offered during the fall and spring in the area of ELA, and teachers will be provided professional development throughout the year to improve instructional strategies to improve students' achievement. In August, parents will be invited to participate on our SAC as elected

representatives or as visiting stakeholders at all meetings. Meeting notices and agendas will be posted on our webpage at least ten days in advance of the meetings, and SAC members will receive reminder emails as well. Our Parent and Family Engagement Plan will be created with input from our stakeholders at SAC meetings and Leadership meetings, and it will be posted on our webpage at https://hni.santarosaschools.org/en-US. A copy of the document will also be placed in our Parent Resource area located in our front office area.

**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 III of the SIP. (ESSA 1114(b)(7)ii))**

In efforts to continue a positive culture and environment at HNIS, we will begin a house system as a branch of our PBIS program. All Staff members and students will be sorted into one of six houses and will participate in house activities once per quarter in which positive behavior traits and STEAM activities will be the focus. This is an attempt to provide a way for students and staff to interact with more individuals of our school family and to give our large school a smaller school feel. As our school becomes a more unified team, students and staff will be able to provide more support for each other as needed.

HNIS will focus on instructional practice specifically relating to ELA. The proficiency scores of HNIS students in the area of ELA (66%), particularly in 3rd grade (61%), were lower than the proficiency scores in other tested subjects. Improving students' ability to read and comprehend text will improve their proficiency levels in math and science as well. There will be a focus on professional development for teachers to improve use of instructional strategies in each classroom with a goal to improve students' achievement, and instructional resources, including student laptops, will be purchased to supplement whole group instruction and intervention support. Afterschool tutoring for the targeted ED students in the area of ELA will also be offered during the fall and spring.

As we continue to strive for increased students' achievement, there will also be focus on benchmark-aligned instructional practices based on Marzano's learning targets and scales. Professional development for teachers relating to the Florida's B.E.S.T. Standards and the Marzano Focused Teacher Evaluation Model will provide teachers with the insight needed to enhance instructional practices and students' achievement. Teachers will collaborate with their peers through participation in Professional Learning Communities (PLC) and "Seahawk Walks" to observe successful classroom practices. Teachers will be trained with the expectation of implementing student-led teams in their classrooms. This learning strategy will allow students to collaborate with each other to increase accountability for their learning and to assist in the learning of other students.

**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 ESSA, 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). (ESSA 1114(b)(5))**

The HNIS SIP supports the use of Title I funds to be used on our targeted ED students as determined by our Targeted -Assistance status.