

Santa Rosa County School District

West Navarre Intermediate School



2023-24

Schoolwide Improvement Plan (SIP)

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West Navarre Intermediate School

1970 COTTON BAY LN, Navarre, FL 32566

<http://www.santarosa.k12.fl.us/schools/wni/>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

Santa Rosa County District Schools 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
Dorsey, Shana	Principal	<ul style="list-style-type: none"> • Manage and administer the overall instructional program at the assigned school. • Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. • Manage and administer the selection of textbooks, materials and equipment needed at the assigned. • Manage and administer the accreditation program for the assigned school. • Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs. • Participate, as requested, in the development of District guides related to instruction and personnel. • Participate, as requested, in the development and adoption of the district’s assessment program. • Manage and administer the assessment program for the school. • Manage and supervise the wise use of personnel resources. • Manage, supervise, and evaluate personnel. • Manage the implementation and administration of negotiated employee contracts at the school level. • Manage and administer the development of long and short-range instructional and facility needs. • Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. • Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. • Coordinate facility and support service requirements with appropriate district offices. • Coordinate and supervise the transportation services at the assigned school. • Manage the discipline of students on buses, including statutory provisions for suspension. • Maintain a high visibility within all areas of the facility. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies. • Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. • Manage and supervise the function of financial planning for the school, including the preparation of the school’s budget. • Manage and supervise, through wise use, the financial resources of the school. • Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment, and services. • Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. • Manage and administer the preparation of financial reports for the school. • Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. • Manage and administer through statute and District guidelines, the school food service program. • Develop and maintain positive school/community relations and act as liaison between the two.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Be proactive in decisions relating to school and community well-being. • Use effective positive interpersonal communication skills. • Actively participate in the recruitment of business partnership to benefit the school community. • Assign and supervise special tasks to school personnel. • Assign to teachers such responsibility and authority for student control as deemed appropriate. • Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs, and existing problems.
Drost, Sandra	Assistant Principal	<ul style="list-style-type: none"> • Coordinate all aspects of elementary curriculum. • Coordinate faculty, year level and individual teacher’s planning, as assigned. • Assist teachers in interpreting and implementing the district’s curriculum. • Coordinate, as assigned, research related to curriculum development. • Recommend curriculum adjustments to meet the special learning needs of individual children. • Assist teachers in organizing classrooms for effective learning. • Implement and schedule the standardized testing program when assigned. • Establish and maintain a system of school-wide textbook accountability. • Schedule and plan in-service programs and prepare required reports. • Work with the media specialist in adapting and improving the use of media in the school. • Participate in proposed and on-going curriculum development projects. • Serve, at the direction of the principal, as advisor and special consultant to probationary employees. • Coordinate the grade placement and grouping of children. • Assist the Principal in planning and carrying out staff and parent curriculum meetings. • Serve as the administrative representative on the school’s Integrated Services Team. • Complete special assignments assigned by the principal. • Assume building supervisory responsibility in the absence of the principal. • Maintain high visibility within all areas of the facility and assist teachers in maintaining discipline. • Assist in the supervision of all school activities and programs. • Supervise students to maintain a safe and orderly environment. • Assist the Principal in planning and implementing the school improvement program. • Assist the Principal and other staff in maintaining a clean and safe school plant. • Assist in the selection, supervision, and evaluation of all school personnel. • Prepare such records and reports as the principal may assign. • Perform other incidental tasks consistent with the goals and objectives of this position.
Alexander, Kimberly	School Counselor	<ul style="list-style-type: none"> • Develop counseling services and establish priorities through short- and long-range plans based on developmental needs of students, needs assessments,

Name	Position Title	Job Duties and Responsibilities
		<p>and school, district, and state priorities.</p> <ul style="list-style-type: none"> •Communicate goals and services of the counseling programs to school administration, staff, students, parents, and community. •Review, evaluate, and select a variety of materials to support a well-balanced counseling program. •Establish, implement, coordinate, and monitor effective school-wide counseling services and activities. •Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines. •Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies. •Use technology resources effectively and assist in the maintenance of the automated student data systems. •Provide input in the development of curriculum. •Assist in the orientation of new faculty/staff members as needed. •Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. •Provide assistance in the screening, referral, identification, and placement of students with special needs. •Assess students using the Multi-Tier Support System (MTSS—formerly known as RTI) and provide assistance. •Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance.
Bryan , Janet	Other	<ul style="list-style-type: none"> • Assist in the registration and placement of students. • Work cooperatively with school counselor. • Oversee the provision of career development activities for students. • Provide appropriate consultation with parents on all issues related to student success. • Provide appropriate consultation and staff development to school personnel as needed. • Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students. • Track attendance and develop appropriate truancy intervention plans. • Assist with referrals to other service providers and outside agencies. • Facilitates Integrated Services Team meetings. • Develop 504 plans and health care plans as needed. • Maintains access to current information regarding community resources. • Organizes community service projects. • 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. • Provide or assists with student orientation. • Consult with school personnel on issues regarding student discipline. • Assist in the orientation of new faculty and staff members. • Assist with parent/teacher conferences as requested. • Assist with the overseeing of the proper maintenance of student records as required by applicable policies, regulations, and procedures.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Attend and participates in faculty meetings. • Accept responsibility for extra-curricular activities as assigned. • Attend professional meetings and staff development activities. • Maintain a valid Florida teacher's certificate. • Provide own method of transportation to various locations when required. • Perform other tasks and responsibilities as assigned by the principal.
Boyer, Micah	Other	<ul style="list-style-type: none"> • Provide daily intensive reading instruction to students. • Provides opportunities for families to support literacy learning at home. • Multi-Tiered system of support for teachers and students. • Assess students using a variety of measures to determine appropriate instructional needs. • Collaborate with teachers on the use of assessment data to plan instruction. • Collect data and monitor intervention groups. • Communicate with faculty and staff with professionalism. • Demonstrate characteristics of an on-going learner. • Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. • Serves as a reading contact between the Literacy Department and elementary schools.
Fitch, Amy	Teacher, ESE	<ul style="list-style-type: none"> • Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan. • Collaborates with other teachers in full inclusion classrooms and Non-Instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans. • Provides instruction to students for the purpose of improving their success in academic, interpersonal, and daily living skills through a defined course of study. • Responds to inquiries from a variety of sources (e.g., other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction. • Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/ or individual student plans. • Assesses student progress towards objectives, expectations, and/or goals (e.g., behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents, and administration. • Monitors and manages student behavior, reports incidents (e.g., fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment, and adhering to state and federal laws and school board policies. • Participates in a variety of meetings, including Individual Education Plan

Name	Position Title	Job Duties and Responsibilities
		<p>(IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development.</p> <ul style="list-style-type: none"> • Prepares a variety of written materials (e.g., adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations. Student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Responds to emergency situations if nurse is not available, first aid and assistance to medically fragile children (e.g., tube feeding, toileting, diapering, etc.) to resolve immediate safety concerns and/or directing to appropriate personnel for resolution, for the purpose of providing appropriate care for children as assigned. • Directs paraprofessionals for the purpose of providing an effective classroom program and addressing the needs of individual students. • Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
Craner, Katrina	Teacher, PreK	<ul style="list-style-type: none"> • Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan. • Collaborates with other teachers in full inclusion classrooms and Non-Instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans. • Provides instruction to students for the purpose of improving their success in academic, interpersonal, and daily living skills through a defined course of study. • Responds to inquiries from a variety of sources (e.g., other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction. • Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/ or individual student plans. • Assesses student progress towards objectives, expectations, and/or goals (e.g., behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents, and administration. • Monitors and manages student behavior, reports incidents (e.g., fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment, and adhering to state and federal laws and school board policies. • Participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Prepares a variety of written materials (e.g., adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations. Student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Responds to emergency situations if nurse is not available, first aid and assistance to medically fragile children (e.g., tube feeding, toileting, diapering, etc.) to resolve immediate safety concerns and/or directing to appropriate personnel for resolution, for the purpose of providing appropriate care for children as assigned. • Directs paraprofessionals for the purpose of providing an effective classroom program and addressing the needs of individual students. • Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
Forsberg, Charity	Teacher, K-12	<ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g., grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. • Monitors students in a variety of educational environments (e.g., classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment. • Reports incidents (e.g., fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment, and adhering to state law and board policies. • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations. student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents, and administration. • Collaborates with instructional staff, other school personnel, parents, and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. • Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/ personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement. • Implements the school's and district's philosophy of education and instructional goals to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures, and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations, and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g., other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching, and inclusion, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs related duties as required or assigned by the principal.

Name	Position Title	Job Duties and Responsibilities
Long, Kenny	Teacher, K-12	<ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g., grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance. • Monitors students in a variety of educational environments (e.g., classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment. • Reports incidents (e.g., fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment, and adhering to state law and board policies. • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations. student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents, and administration. • 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

Name	Position Title	Job Duties and Responsibilities
		<p>the school improvement plan.</p> <ul style="list-style-type: none"> • 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. • Implements the school's and district's philosophy of education and instructional goals to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures, and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations, and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement. • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g., other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching, and inclusion, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher's certificate. • Performs related duties as required or assigned by the principal.
<p>Feilner, Elizabeth</p>	<p>Teacher, K-12</p>	<ul style="list-style-type: none"> • Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor. • Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements. • Prepares a variety of written materials (e.g., grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements. • Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation. • Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment. • Counsels students regarding academic needs, health status, appropriate

Name	Position Title	Job Duties and Responsibilities
		<p>behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.</p> <ul style="list-style-type: none"> • Monitors students in a variety of educational environments (e.g., classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment. • Reports incidents (e.g., fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment, and adhering to state law and board policies. • Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility. • Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students. • Instructs students for the purpose of improving their success in academics through a defined course of study. • Responds to student, faculty, and parental inquiries for the purpose of achieving overall student, school, and family success. • Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans. • Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district. • Advises parents and/or legal guardians of student progress for the purpose of communicating expectations. student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment. • Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents, and administration. • Collaborates with instructional staff, other school personnel, parents, and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan. • Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/ personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement. • Implements the school's and district's philosophy of education and instructional goals to align personal focus with school and district professional direction. • Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures, and regulations to ensure the accurate communication and collection of important district, school, and student information. • Assists in upholding and enforcing administrative regulations and applicable policies, regulations, and procedures. • Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings,

Name	Position Title	Job Duties and Responsibilities
		<p>collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement.</p> <ul style="list-style-type: none"> • Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns. • Responds to inquiries from a variety of sources (e.g., other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction. • Accepts responsibility for collaborative teaching assignments, co-teaching, and inclusion, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages. • Establishes and maintains cooperative relations with students, faculty, staff, and parents. • Assumes the responsibility to maintain a valid Florida teacher’s certificate. • Performs related duties as required or assigned by the principal.
Marek, Regina	Other	<ul style="list-style-type: none"> • Provide instruction and/or interventions to students with disabilities as prescribed by the supervising teacher and reinforces skills introduced by the teacher. • Assist with classroom management, such as organizing instructional and other materials. • Use basic classroom technology for instruction as prescribed by the supervising teacher. • Assists students with disabilities in the use of necessary assistive technology devices. • Monitors, observes, and charts behavior of students with disabilities. • Escorts, supervises, and assist students during breakfast, lunch, restroom visits, clinic visits, speech therapy, to and from buses and other activities. • Assists in the preparation and implementation of lesson plans, behavior modification plans, and teacher’s preplanning sessions. • Performs a variety of clerical tasks such as keyboarding, copying, and stapling. • Performs related duties as required or assigned by the principal.

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.

The WNIS School Leadership Team met on August 3, 2023 to analyze data and provide feedback/input on the SIP. The WNIS School Advisory Council met on August 4, 2023 for a School Improvement Planning Meeting to analyze data and provide feedback/input on the SIP. Stakeholders in attendance at this meeting included the principal, assistant principal, teachers, educational support staff, parents, and community members.

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))

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. Additionally, SIP progress will be discussed at monthly school leadership meetings and quarterly School Advisory Council meetings.

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 PK, 3-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	32%
2022-23 Economically Disadvantaged (FRL) Rate	39%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	4	9	6	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	7	2	3	0	0	0	12
Course failure in Math	0	0	0	4	2	3	0	0	0	9
Level 1 on statewide ELA assessment	0	0	0	10	24	21	0	0	0	55
Level 1 on statewide Math assessment	0	0	0	0	2	24	0	0	0	26
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	
	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	6	3	6	0	0	0	15

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	10	2	1	0	0	0	13
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	33	15	47	0	0	0	95
One or more suspensions	0	0	0	1	3	4	0	0	0	8
Course failure in ELA	0	0	0	7	2	4	0	0	0	13
Course failure in Math	0	0	0	6	1	5	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	3	22	34	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	1	23	34	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	19	16	11	0	0	0	46

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	6	14	0	0	0	26

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	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	33	15	47	0	0	0	95
One or more suspensions	0	0	0	1	3	4	0	0	0	8
Course failure in ELA	0	0	0	7	2	4	0	0	0	13
Course failure in Math	0	0	0	6	1	5	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	3	22	34	0	0	0	59
Level 1 on statewide Math assessment	0	0	0	1	23	34	0	0	0	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	19	16	11	0	0	0	46

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	6	14	0	0	0	26

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	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	71	65	56	70		
ELA Learning Gains				64			58		
ELA Lowest 25th Percentile				53			35		
Math Achievement*	73	68	59	74	45	50	70		
Math Learning Gains				75			67		
Math Lowest 25th Percentile				61			56		
Science Achievement*	66	57	54	61	68	59	72		
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)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	268
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
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	459
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	32	Yes	2	
ELL	52			
AMI				
ASN	83			
BLK	50			
HSP	64			
MUL	66			
PAC				
WHT	69			

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%
FRL	62			

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	39	Yes	1	
ELL	63			
AMI				
ASN	69			
BLK	62			
HSP	67			
MUL	64			
PAC				
WHT	66			
FRL	60			

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			73			66					
SWD	30			35			21				4	
ELL	46			61			50				3	
AMI												
ASN	73			93							2	
BLK	48			50			53				4	
HSP	58			74			64				4	
MUL	64			73			60				4	

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
PAC												
WHT	65			74			68				4	
FRL	58			66			62				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	71	64	53	74	75	61	61					
SWD	37	43	40	34	51	52	19					
ELL	52	60		64	75							
AMI												
ASN	64			73								
BLK	56	70		62	70	36	80					
HSP	70	65	53	74	76	67	62					
MUL	71	59	42	74	73	57	75					
PAC												
WHT	72	65	56	75	76	63	57					
FRL	65	64	55	65	69	54	48					

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	70	58	35	70	67	56	72					
SWD	33	31	25	36	42	41	33					
ELL	68			65								
AMI												
ASN	82			64								
BLK	60			53			33					
HSP	70	54		70	69	60	73					
MUL	77	80		71	72		79					
PAC												
WHT	69	58	36	71	67	58	73					
FRL	58	57	31	62	63	59	69					

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	66%	64%	2%	54%	12%
04	2023 - Spring	69%	68%	1%	58%	11%
03	2023 - Spring	65%	61%	4%	50%	15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	78%	70%	8%	59%	19%
04	2023 - Spring	77%	72%	5%	61%	16%
05	2023 - Spring	67%	63%	4%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	66%	55%	11%	51%	15%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The lowest data component was on the Spring 2023 FAST ELA assessment data. We had 66% of our students achieve proficiency of a level 3 or above. This is a decrease from Spring 2022 FSA ELA data where 71% of our students achieved proficiency of a level 3 or above. The 3rd Grade overall proficiency for the Spring 2023 FAST ELA assessment was 64%. Contributing factors were a decrease in the number of interventionists serving students outside of the classroom and many of our students struggling with foundational reading skills and comprehension skills.

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

The data component that showed the greatest decline from the prior year was ELA. On the Spring 2023 FAST ELA assessment, 66% of our students achieved a proficiency level of a 3 or above as compared to the Spring 2022 FSA assessment where 71% of our students achieved a proficiency level of a 3 or above. The factor that contributed to this decline is the number of students struggling with foundational reading skills and comprehension.

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.

Based on FAST ELA and Math Spring 2023 data, we continue to score above the state average in proficiency of students with a level 3 or above. Additionally, the trend for our proficiency on the Statewide Science Assessment has shown performance above the state average. A contributing factor to this is the strong focus on tier 1 core instruction, cross grade level collaboration and targeted interventions for tier 2 and tier 3 students.

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

The most improved data component was on the Spring 2023 Statewide Science assessment. We increased from 62% proficient in Spring 2022 to 66% proficient in Spring 2023. New actions taken during the school year to help support this increase in science achievement was a school wide focus on systematic science instruction, cross grade level science professional learning communities, and an uninterrupted science block in all grade levels.

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

When reviewing the EWS data, one potential area of concern is the number of students who were retained in the 3rd grade (10 students) based on the Spring 2023 FAST ELA Assessment.

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

1. Effectively implement the Marzano Focused Teacher Evaluation Model framework.
2. Implement strong professional learning communities focused on student-led academic teams, learning progressions/targets and foundational reading skills and comprehension skills.
3. Strengthen our positive behavior intervention and support system.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**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 review of our 2022-2023 and 2021-2022 school data , the ESSA subgroup, Students with Disabilities (SWD), was below the Federal Index of 41% with a proficiency of 39%. It is imperative to focus on specific small group instruction for our SWD population targeting foundational reading skills.

Measurable Outcome:

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

Short Term: FAST data will reflect a minimum of 41% of students with disabilities proficient in ELA by the end of the 23-24 school year.

Long Term: FAST data will reflect a minimum of 43% of students with disabilities proficient in ELA by the end of the 25-26 school year.

Monitoring:

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

The school administrative team will review lesson plans bi-weekly to provide support and feed back to classroom teachers, ESE teachers, and interventionists. Interventionists will provide support and resources to all teachers for small group intervention in foundational reading skills. The school administrative team will walk classrooms in all grade levels bi-weekly and monitor the delivery of small group reading instruction. The school administrative team will meet bi-weekly to review trends and adjust as needed.

Person responsible for monitoring outcome:

Shana Dorsey (dorseys@santarosa.k12.fl.us)

Evidence-based Intervention:

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

According to What Works Clearinghouse practice guide "Recommendations for Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade", students should be taught to decode words, analyze word parts, write and recognize words. Students must understand morphology, or the knowledge of the meaningful word parts in the language. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways, will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The more words students read and the more they learn sound-spelling patterns (groups of letters that represent a single sound, such as ph) and word parts (letters or combinations of letters that appear in multiple words and hold a specific meaning, such as -ing), the more they will be able to recognize words in both familiar and unfamiliar contexts. Similarly, helping students to immediately recognize high-frequency words facilitates more fluent reading. Increasing the ease of word recognition allows students to focus more on word meaning when they read, ultimately supporting reading comprehension.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28

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.

Teacher leaders along with school administrative team will facilitate grade-level planning and provide support on teaching foundational reading skills during small group intervention.

Person Responsible: Sandra Drost (drosts@santarosa.k12.fl.us)

By When: This will occur monthly.

Professional Learning Community facilitators will provide support on how to develop lessons that focus on teaching foundational reading skills during small group intervention.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur bi-weekly.

The school administrative team will meet to review trends in observation data, classroom walkthrough data, lesson plans, and feedback from teachers to adjust as needed.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur bi-weekly.

Teachers will participate in Navigator Networking at least twice during the school year to observe and collaborate with teacher leaders on benchmark-aligned lessons, student led academic teams, learning progressions and targets, foundational reading skills and/or comprehension skills.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur a minimum of twice a year.

#2. 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.

2022-2023 school discipline and attendance data demonstrate the following information: 65 student office discipline referrals and 94.13% average daily attendance for students. West Navarre Intermediate is proud to be a Positive Behavioral and Intervention Supports (PBIS) Model School. The PBIS framework provides schools with an opportunity to teach expected behaviors utilizing positive reinforcement along with more targeted interventions for students who require more intensive supports. Our school population is divided into five different communities and students earn navigator points/bucks for their respective communities by displaying the school-wide behavior expectations below. Each quarter the community with the most navigator points/bucks will be rewarded with a special event. Our goal is to maintain a program that fosters school-wide unity, positive behavior, and promotes lifelong learning. Our communities and school wide expectations are: Fidelis (Loyalty), Erubesco (Respect), Officium (Responsibility), Veritas (Truth), and Animus (Courage). This program is used for all students and staff and in all settings.

Measurable Outcome:

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

Short Term: Discipline data will reflect 25 or less student office discipline referrals at mid-year and 50 or less at the EOY. Average daily attendance data will reflect a minimum of 95% for students by the end of the 23-24 school year.

Long Term: Discipline data will reflect 15 or less office discipline referrals at mid-year and 30 or less at the EOY. The average daily attendance data for students will reflect a minimum of 96% by the end of the 25-26 school year.

Monitoring:

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

The school administrative team will review office discipline referrals and attendance data biweekly and provide interventions and supports to teachers for students.

Person responsible for monitoring outcome:

Shana Dorsey (dorseys@santarosa.k12.fl.us)

Evidence-based Intervention:

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

According to What Works Clearinghouse Practice Guide "Reducing Behavior Problems in the Elementary Classroom", classroom teachers, in coordination with other school personnel (administrators, grade-level teams, and special educators), can benefit from adopting a schoolwide approach to preventing problem behaviors and increasing positive social interactions among students and with school staff. This type of systemic approach requires a shared responsibility on the part of all school personnel, particularly the administrators who establish and support consistent schoolwide practices and the teachers who implement these practices both in their individual classrooms and beyond.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=50

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing a school wide design of positive behavior, interventions, and supports school discipline will decrease as we are able collaborate as a team on ideas/tools used to improve student behavior. This

program is designed for all students, staff, and in all settings. We have clear schoolwide expectations (PBIS Matrix) with incentives for students that are making good choices while incorporating character education. Using this school wide approach allows us to teach appropriate behavior in all settings, intervene when behavior expectations are not met, and recognize students when behaviors are met.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf#page=50

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 3 - Promising 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.

PBIS Leadership team along with school administration will facilitate and provide support on how to implement the schoolwide expectations (PBIS Matrix) with fidelity.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur monthly.

The PBIS Leadership team along with school administration and school staff will promote positive expectations using a variety of incentives such as PBIS Model Classrooms, WNIS Student of the Week, Positive Office Referrals, Navigator Bucks, and Music Enrichment at Lunch Program.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur daily.

The MTSS Behavior team will meet to review trends in discipline data and address specific interventions and needs.

Person Responsible: Sandra Drost (drosts@santarosa.k12.fl.us)

By When: This will occur bi-weekly.

The school administrative team and guidance will meet to review trends in attendance data and target specific interventions for students.

Person Responsible: Sandra Drost (drosts@santarosa.k12.fl.us)

By When: This will occur bi-weekly.

The school administrative team and guidance will promote positive daily attendance using attendance reward assemblies.

Person Responsible: Sandra Drost (drosts@santarosa.k12.fl.us)

By When: This will occur quarterly.

#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.

2022-2023 Spring State Assessment data results demonstrated the following proficiency percentages: ELA - 66%, Math - 74%, and Science 66%. Additionally classroom walkthrough data reflected 37% of teachers were innovative at aligning instruction to benchmarks. 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. Increased exposure to explicit, benchmark-aligned instruction will improve learning outcomes for all students.

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 50% at mid-year and 75% at the EOY in the area of teachers delivering explicit benchmark-aligned instruction. FAST data will reflect a minimum of the following proficiency percentages: ELA - 68%, Math - 75%, and Science 68% at the end of the 23-24 school year.

Long Term: Walkthrough data will increase to 85% at mid-year and 100% at the EOY in the area of teachers delivering explicit benchmark-aligned instruction. FAST data will reflect a minimum of the following proficiency percentages: ELA - 72%, Math - 77%, and Science 72% at the end of the 25-26 school year.

Monitoring:

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

The Principal and Assistant Principal, school administrative team, will review lesson plans bi-weekly to provide support and feedback to teachers. Teachers will collaborate and support each other with the development of explicit, intentional instruction that is aligned. The school administrative team will walk classrooms in all grade levels bi-weekly to monitor the delivery of instruction. The school administrative team will meet bi-weekly to review trends and adjust as needed.

Person responsible for monitoring outcome:

Shana Dorsey (dorseys@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”. The model draws upon data from field research and validation studies, couples with findings from the extant literature on rigorous, standards-based instruction.

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

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. 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.

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.

Teacher leaders along with school administrative team will facilitate grade-level planning and provide support on how to develop benchmark-aligned lessons.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur monthly.

Professional Learning Community facilitators will provide support on how to develop benchmark-aligned lessons to include student led academic teams, learning progressions and targets.

Person Responsible: Sandra Drost (drosts@santarosa.k12.fl.us)

By When: This will occur bi-weekly.

The school administrative team will meet to review trends in observation data, classroom walkthrough data, lesson plans, and feedback from teachers to adjust as needed.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur bi-weekly.

Teachers will participate in Navigator Networking at least twice during the school year to observe and collaborate with teacher leaders on benchmark-aligned lessons, student led academic teams, learning progressions and targets, foundational reading skills and/or comprehension skills.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur a minimum of twice a year.

#4. 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.

2022-2023 Spring State Assessment ELA data results demonstrated 66% proficiency. This is a decrease of 5% from prior year Spring State Assessment ELA data. Routinely using a set of comprehension-building practices will help students make sense of all text.

Measurable Outcome:

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

Short Term: FAST data will reflect a minimum of 68% proficiency in ELA by the end of the 23-24 school year.

Long Term: FAST data will reflect a minimum of 72% proficiency in ELA by the end of the 25-26 school year.

Monitoring:

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

The administrative team, will review lesson plans bi-weekly to provide support and feedback to teachers. Teachers will collaborate and support each other with using comprehension strategies during reading. The school administrative team will walk classrooms in all grade levels bi-weekly to monitor the delivery of instruction. The school administrative team will meet bi-weekly to review trends and adjust as needed.

Person responsible for monitoring outcome:

Shana Dorsey (dorseys@santarosa.k12.fl.us)

Evidence-based Intervention:

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

According to What Works Clearinghouse Practice Guide "Providing Reading Interventions for Students in Grades 4-9", teachers should routinely use a set of comprehension-building practices to help students make sense of the text. This recommendation focuses on improving both world and word knowledge and comprehension-building practices which includes; consistently provide students with opportunities to ask and answer questions to better understand the text they read, teach students a routine for determining the gist of a short section of text and teach students to monitor their comprehension as they read.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/29>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By the time students are in upper-elementary grades, reading material in all subject areas conveys information and ideas that students are expected to learn and understand. When students are unable to understand these texts, they miss crucial opportunities to learn grade level content. The goal of this recommendation is to provide teachers with ways to support students as they learn and practice routines and develop reading habits that enable students to understand what they are reading.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16

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.

Teacher leaders along with school administrative team will facilitate grade-level planning and provide support on how to effectively implement and teach reading comprehension strategies for deeper understanding.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur monthly.

Professional Learning Community facilitators will provide support and collaborate on effective implementation and teaching of reading comprehension strategies for deeper understanding to include student led academic teams, foundational reading skills, and learning progressions and targets.

Person Responsible: Sandra Drost (drosts@santarosa.k12.fl.us)

By When: This will occur bi-weekly.

The school administrative team will meet to review trends in observation data, classroom walkthrough data, lesson plans, and feedback from teachers to adjust as needed.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur bi-weekly.

Teachers will participate in Navigator Networking at least twice during the school year to observe and collaborate with teacher leaders on benchmark-aligned lessons, student led teams, learning progressions and targets, foundational reading skills and/or comprehension skills.

Person Responsible: Shana Dorsey (dorseys@santarosa.k12.fl.us)

By When: This will occur a minimum of twice a year.

CSI, TSI and ATSI Resource Review

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

School based budget funds and internal funds will be used to purchase resources such as technology for students, supplement instructional software and other resources for teachers, PLC resources for teachers, and small group instructional materials for teachers working with our students with disabilities. The administrative team will collaborate with stakeholders at leadership and school advisory council meetings to review the available resources and allocate those based on student and staff needs.