

Santa Rosa County School District

# West Navarre Primary School



2023-24

Schoolwide Improvement Plan (SIP)

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## West Navarre Primary School

1955 LOWE RD, Navarre, FL 32566

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

### 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 provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Blalock, Deanna	Principal	Responsible for establishing clear vision, planning and communicating effectively, connecting and growing others, and ensuring follow through on projects and activities. To oversee the day to day operation of the school, including but not limited to, implementation of MTSS, monthly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring attendance and early warning systems, and progress towards SIP Goals.
Goodin, Lauren	Assistant Principal	Assists principal with overseeing day to day operation of the school, including but not limited to, implementation of MTSS, monthly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring attendance and early warning systems, and progress towards SIP Goals.
Gruden, Danielle	Instructional Coach	Assists principal with overseeing day to day operation of the school, including but not limited to, implementation of MTSS, monthly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring attendance and early warning systems, and progress towards SIP Goals.
Srogoncik, Hannah	School Counselor	Assists principal with overseeing day to day operation of the school, including but not limited to, implementation of MTSS, monthly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring attendance and early warning systems, and progress towards SIP Goals.
Wallis, Joni	School Counselor	Assists principal with overseeing day to day operation of the school, including but not limited to, implementation of MTSS, monthly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring attendance and early warning systems, and progress towards SIP Goals.

**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.

WNP's stakeholders in developing the SIP include the school-based leadership team (comprised of grade-level and department teachers and educational support staff) and business, parent, and community leaders that comprise our School Advisory Council. With these groups, progress monitoring and attendance data is reviewed, areas of need are identified, and improvement strategies are developed to target areas of need. Using stakeholder input, the plan is developed by the school-based leadership team and presented to the SAC for revision and approval. Revisions and edits are implemented before final approval of the SAC and submitted to the Santa Rosa County School Board.

**SIP Monitoring**

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

The SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards by conducting classroom walkthroughs, monitoring student progress through Star testing and our school-based MTSS framework for academics and attendance, reviewing professional learning community minutes/input, staff feedback/rounding, parental and community input gathered through periodic surveys and SAC and PTO input. Data is shared and discussed with the school-based leadership team monthly. Data is reviewed with the district leadership team once per semester. After reviewing data from these various sources with various stakeholders, adjustments will be made accordingly and in agreement with school and district leadership teams.

**Demographic Data**

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-2
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	31%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	42%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students)	English Language Learners (ELL) Economically Disadvantaged Students (FRL)

(subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## 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	46	29	28	0	0	0	0	0	0	103	
One or more suspensions	3	2	1	0	0	0	0	0	0	6	
Course failure in English Language Arts (ELA)	0	1	3	0	0	0	0	0	0	4	
Course failure in Math	0	1	1	0	0	0	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	10	19	0	0	0	0	0	0	32	

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	1	3	4	0	0	0	0	0	0	8

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	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

## 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	13	38	43	0	0	0	0	0	0	94	
One or more suspensions	0	3	1	0	0	0	0	0	0	4	
Course failure in ELA	0	1	2	0	0	0	0	0	0	3	
Course failure in Math	0	1	1	0	0	0	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
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		

**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	3	1	0	0	0	0	0	0	4

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	3	0	0	0	0	0	0	10
Students retained two or more times	0	0	2	0	0	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	13	38	43	0	0	0	0	0	0	94	
One or more suspensions	0	3	1	0	0	0	0	0	0	4	
Course failure in ELA	0	1	2	0	0	0	0	0	0	3	
Course failure in Math	0	1	1	0	0	0	0	0	0	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0		
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0		
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		

**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	3	1	0	0	0	0	0	0	4

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	3	3	0	0	0	0	0	0	10
Students retained two or more times	0	0	2	0	0	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*		62	53		65	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		68	59		45	50			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		57	54		68	59			
Social Studies Achievement*					64	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	50	77	59	67			82		

\* 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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	50
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	67
Total Components for the Federal Index	1
Percent Tested	
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				
ELL	50			
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
FRL	55			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD				
ELL	67			
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	64			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students												50
SWD												
ELL											1	50
AMI												
ASN												
BLK												
HSP												
MUL												

## 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												
FRL											1	55

## 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												67
SWD												
ELL												67
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												64

## 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												82
SWD												
ELL												82
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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

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

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

## 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.**

At West Navarre Primary, students participate in the FAST Progress Monitoring Assessments using Star Early Literacy, Star Reading, or Star Math, depending on their grade level. Based on these assessments and comparison to the rest of the district, our 1st-grade students scored the lowest of the three grade levels in Reading with 72% of our students demonstrating proficiency. Although 1st grade was our lowest grade level, we were above the district average of 68% proficiency and ranked 7th out of 15 elementary schools in 1st grade. Based on STAR Math end-of-the-year data Our kindergarten grade level scored the lowest with 63% of our students demonstrating proficiency. This score was slightly above the district average. Our Students With Disabilities scored well above the district average of 43% proficiency in reading. In 1st-grade, they demonstrated 55% proficiency, and in 2nd grade, they demonstrated 54% proficiency.

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

Our 1st grade ELA showed the greatest decline scoring 72% proficiency. During the 2021-2022 school year our 1st grade students scored 84% proficiency. This is the first school year 1st grade students took Star Early Literacy during the first two progress monitoring windows and Star Reading on the final progress monitoring window. This could be a contributing factor to the decline. We also had four first year teachers in 1st grade.

**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.**

West Navarre Primary students' proficiency averages were above the district and state level in all grade levels on both ELA and math.

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

Our 2nd grade students showed the most improvement increasing students' proficiency average from 71% during the 2021-2022 school year to 81% during the 2022-2023 school year. We believe this is due to our focus on student engagement, differentiated instruction and our new Marzano Focused Evaluation Tool.

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

An area of concern based on our EWS data is attendance. West Navarre Primary was above the 90% target at 93.21%. This is an area we can focus on to improve since it is the indicator with the highest amount of students in each grade level.

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

1. Instructional practice specifically related to benchmark aligned instruction.
2. Instructional practice specifically related to student engagement.
3. Positive culture and environment specifically related to Early Warning System with a focus on student attendance.

#### **Area of Focus**

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

**#1. 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 FAST PM 3 data results demonstrated the following proficiency percentages: Kindergarten ELA- 74%, Kindergarten math- 63%, 1st-grade ELA- 72%, 1st-grade math- 90%, 2nd-grade ELA- 82%, 2nd-grade math- 87%. 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 instructions 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: FAST data will reflect proficiency above the district average at a minimum of 70% in all subject areas and in all grade levels.

Long term: FAST data will reflect proficiency above the district average at a minimum of 80% in all subject areas and in all grade levels.

**Monitoring:**

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

School administration will review lesson plans quarterly to provide support and feedback to teachers. Instructional coaches and school-based Marzano trained teachers will be present in professional learning community meetings and common planning to support the development of explicit, intentional instruction that is aligned. School administration will walk classrooms in all grades bi-weekly to monitor the delivery of instruction. The leadership team will meet monthly to review trends and adjust as needed.

**Person responsible for monitoring outcome:**

Deanna Blalock (blalockd@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 with “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](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](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.

Instructional coaches with school administration will facilitate grade-level professional learning focused on benchmark-aligned instruction and the Marzano Focused Teacher Evaluation Model.

**Person Responsible:** Deanna Blalock (blalockd@santarosa.k12.fl.us)

**By When:** This will occur monthly.

The leadership team will meet to review trends in observation data, classroom walkthrough data, lessons plans, and feedback from interventionist to adjust as needed.

**Person Responsible:** Deanna Blalock (blalockd@santarosa.k12.fl.us)

**By When:** This will occur monthly.

## #2. Instructional Practice specifically relating to Student Engagement

### 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 FAST PM 3 data results demonstrated the following proficiency percentages: Kindergarten ELA- 74%, Kindergarten math- 63%, 1st-grade ELA- 72%, 1st-grade math- 90%, 2nd-grade ELA- 82%, 2nd-grade math- 87%. Student-led teaming raises student achievement and engagement, helps improve student behavior, and contributes to a growth mindset. Academic teaming gives all students access to rigorous core instruction and effective support, increasing equity for diverse student populations (Toth & Sousa, p. 1)

### 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 proficiency above the district average at a minimum of 70% in all subject areas and in all grade levels.

Long term: FAST data will reflect proficiency above the district average at a minimum of 80% in all subject areas and in all grade levels.

### Monitoring:

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

School administration will review lesson plans quarterly to provide support and feedback to teachers on their use of student-led teams. A book study of "The Power of Student Teams" by Michael D. Toth and David A. Sousa will be offered to instructional staff. Ongoing professional learning will support the implementation of student-led teams and student engagement. School administration will walk classrooms in all grades bi-weekly to monitor the implementation of student-led teaming. The leadership team will meet monthly to review trends and adjust as needed.

### Person responsible for monitoring outcome:

Deanna Blalock (blalockd@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 student engagement, we will encourage student collaboration working toward full implementation of student-led academic teaming in all classrooms. Research findings in several areas of neuroscientific inquiry have suggested why brains working together are often more effective at solving problems than brains working alone. (Toth & Sousa, p. 70)

(1) The Power of Student Teams by Michael D. Toth and David A. Sousa (2019)

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"Student led-academic teaming is an instructional model that helps all students learn . . . Engagement skyrockets as students have the opportunity to share their thinking, respectfully challenge the thinking of their peers, and deepen their learning." ( Toth & Sousa, p. 1)

(1) The Power of Student Teams by Michael D. Toth and David A. Sousa (2019)

### 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.

Instructional coaches with school administration will facilitate grade-level planning and support on academic teaming, behavior management strategies, equity in instruction, instructional rigor and growth mindset.

**Person Responsible:** Deanna Blalock (blalockd@santarosa.k12.fl.us)

**By When:** This will occur monthly.

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

**Person Responsible:** Deanna Blalock (blalockd@santarosa.k12.fl.us)

**By When:** This will occur monthly.

**#3. Positive Culture and Environment specifically relating to Early Warning System****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.

West Navarre Primary will focus on attendance due to our Early Warning System data. This Area of Focus aligns to the Santa Rosa County School District Strategic Plan goal to create learning environments rich in high expectations and active engagement. Based on our data review, 103 of our students had an attendance rate of less than 90%. Our overall attendance rate was 93.21%, although this over the 90% target we will continue to focus on improving our attendance rate because many studies support that a lack of regular attendance is one of the most significant barriers to academic proficiency.

**Measurable Outcome:**

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

Our goal is for 90% of our students to have an attendance rate of better than 90%. Also, our goal is to have over 90% of absences excused by either a parent or doctor's note.

**Monitoring:**

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

Attendance will be regularly monitored through our FOCUS Student Information System and our school-based MTSS attendance focused team, which meets monthly to review student attendance and identify potential truant students.

**Person responsible for monitoring outcome:**

Deanna Blalock (blalockd@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.)

Create a culture in which all teachers and staff purposefully develop relationships with students. According to the Bureau of Labor Statistics, 17.7 percent of dropouts stated, "No one cared if I attended," WNPS will build a positive school climate to promote student attendance. Our school based MTSS attendance team will engage in problem solving and analyzing and interpreting data to determine the appropriate and effective interventions to include mentoring, positive messages to parents, and personal contact with parent or guardian regarding student attendance. These strategies are considered best practice in improving attendance according to the Florida Department of Education.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Utilizing data systematically to identify at-risk students as early as possible will allow for the application of more effective prevention and early intervention services allowing schools, communities and families to improve attendance by working together. According to the Florida Department of Education students who experience chronic absence in kindergarten have lower academic performance in 1st grade, lower reading and math proficiency in 3rd grade and weak social and academic skills. Starting in pre-K, attendance equals exposure to language- rich environments.

**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.

**Monitor Data-** Guidance counselor will monitor and review the percentage of students exhibiting chronic absenteeism each month with the MTSS Team as a collaborative effort. Data will help the team determine communication needs to students and parents.

**Person Responsible:** Hannah Srogoncik (srogoncikh@santarosa.k12.fl.us)

**By When:** This will occur monthly.

**Engage Students and Families-** Regularly share information about the benefits of regular attendance and the current state of attendance at parent conferences, PTO meetings, SAC meetings, school newsletters.

**Person Responsible:** Hannah Srogoncik (srogoncikh@santarosa.k12.fl.us)

**By When:** This will occur monthly.

**Recognize Good and Improved Attendance-** Congratulate regular attenders with an email or social media blast to all parents of regular attenders. Community partners may share coupons or vouchers that can be distributed quarterly for students with perfect attendance. Students showing improved attendance will be recognized and congratulated by the guidance counselor and parent phone calls will be made to encourage continued improved attendance.

We will utilize supplemental resources to address the attendance needs of students.

**Person Responsible:** Hannah Srogoncik (srogoncikh@santarosa.k12.fl.us)

**By When:** This will occur monthly.

## 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.

Our SIP, SAC meeting minutes, Parent and Family Engagement Plan, and Title 1 information can be viewed on WNP website at [WNP.Santarosaschools.org](http://WNP.Santarosaschools.org)

West Navarre Primary will use also disseminate information through call outs, emails and texts via Classtag, our Annual Title 1 Meeting, SAC meetings, and PTO meetings.

**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))

Our Parent and Family Engagement Plan and Title 1 information can be viewed on the WNP website at [WNP.Santarosaschools.org](http://WNP.Santarosaschools.org)

West Navarre Primary will build positive relationships with parents, families and other community stakeholders by engaging in regular communication through social media, ClassTag, parent engagement events, SAC meetings and PTO meetings.

**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))**

West Navarre Primary will strengthen our academic programs by utilizing Title 1 funds to secure intervention staff providing tiered support in ELA and math for our lowest quartile students. Our interventionist will utilize research based curriculum to enrich instruction.

**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))**

Not applicable