

Santa Rosa County School District

Holley Navarre Primary School



2023-24

Schoolwide Improvement Plan (SIP)

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Holley Navarre Primary

8019 ESCOLA ST, Navarre, FL 32566

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

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

HOLLEY-NAVARRE PRIMARY PROVIDES AN ENVIRONMENT THAT FOSTERS EACH LEARNER'S POTENTIAL, EQUIPS STUDENTS FOR ACADEMIC EXCELLENCE, AND PROMOTES LIFELONG LEARNING.

Provide the school's vision statement.

TO LOVE, EDUCATE, AND PREPARE ALL STUDENTS FOR GRADUATION AND A SUCCESSFUL FUTURE.

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
Balsavich, Daniel	Principal	<p>The principal oversees instructional decision making at HNP; recruits and retains highly-effective teachers; oversees professional development implementation; provides supports for safety protocols as well as social/emotional supports for students; embeds STEAM strategies into instructional framework; oversees school-based and Title I budgets; and ensures compliance in all areas of educational responsibilities through the evaluation system. Additionally, the principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS for all struggling learners, oversees assessment of MTSS skills of school staff, implementation of intervention support, and documentation; ensures provision of adequate professional development to support standards-based curriculum and MTSS implementation; and communicates with parents and stakeholders regarding school-based MTSS plans and activities. The principal oversees the School Advisory Council, the development of the School Improvement Plan process and works in all areas to increase student achievement.</p>
	Assistant Principal	<p>The assistant principal supports the principal in the above-mentioned responsibilities and serves as the primary coordinator of safety protocols/ compliance and building and grounds maintenance. Additionally, the assistant principal provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS, supports assessment of MTSS skills of school staff, implementation of intervention support and documentation; supports provision of adequate professional development to support curriculum and MTSS implementation; and maintains a positive relationship with families and stakeholders.</p>
Boudreaux, Terri	Other	<p>The reading interventionist provides professional development for teachers in ELA small-group differentiated instruction, curriculum, and intervention; collects data and conducts grade-level data meetings; and directs the interventionists in scheduling interventions and ensuring compliance with ESSA frameworks.</p>
Woll, Jennnifer	School Counselor	<p>The school counselor oversees the coordination of all district testing, ensuring that all universal progress monitoring takes place within the allocated windows. Additionally, the school counselor serves on the MTSS team and directs the Integrated Services Team, which tracks students in need and provides supports and resources. The school counselor also coordinates counseling services including our CDAC and Military Family Life Counselors as well as school counselor groups. The school counselor oversees supplemental food supplies for students in need and coordinates with other community resource services. A large component of her tasks includes tracking attendance and implementing attendance improvement measures. She also heads our Positive Behavior Intervention Supports team.</p>

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 stakeholders include the students, faculty/staff, administration, parents, SAC members, and business partners. All have roles in promoting a positive culture through their involvement in the school by contributing to academic success, building lifelong learners, and ensuring students have access to their basic needs.

Students: Engage with learning and work with others under a social contract.

Faculty/Staff: Provide an environment of high-quality learning, support student achievement, engage students and families respectfully and positively, and promote HNP.

Administration: Provide students, faculty/staff, families, and community partners; communicate transparently; and oversee the school's budget.

Parents: Support their student's academic achievement and work in coordination with the school as well as promote the school positively in the community.

SAC members: Provide input to administration on ways to improve the school.

Business partners: Provide additional resources to the school.

The School Advisory Council meets 5 times per year and at the end of the each school year to review the School Improvement Plan, look at school-wide student data, and then provide input, suggestions, and revisions for the following school-year. The stakeholder's suggested having additional opportunities, in addition to what they are already given, to get engaged in their learning and have real-world learning opportunities. Documentation of each meeting can be found in the May 11, 2023 SAC meeting notes.

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 Team will meet monthly with the Leadership Team during MTSS meetings and review strategies and student data. If adjustments need to be made during the meeting, the Leadership Team will adjust and reflect on any needed changes in the SIP. During SAC meetings we will also inform the team of current student progress and progress toward goals. Each semester the principal and assistant principal will meet with District leaders including the Superintendent, Assistant Superintendent of Curriculum and Instruction, Grade Level Director, Literacy/Math/Science Coordinators, and the Director and Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress monitoring data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specific feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	43%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners (ELL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	53	37	28	0	0	0	0	0	0	118	
One or more suspensions	4	8	15	0	0	0	0	0	0	27	
Course failure in English Language Arts (ELA)	0	18	14	0	0	0	0	0	0	32	
Course failure in Math	0	9	13	0	0	0	0	0	0	22	
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.	1	26	37	0	0	0	0	0	0	64	
	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	8	18	20	0	0	0	0	0	0	46

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	2	6	5	0	0	0	0	0	0	13
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	17	54	23	0	0	0	0	0	0	94	
One or more suspensions	0	3	5	0	0	0	0	0	0	8	
Course failure in ELA	0	3	7	0	0	0	0	0	0	10	
Course failure in Math	0	2	8	0	0	0	0	0	0	10	
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	4	7	0	0	0	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	4	4	0	0	0	0	0	0	11
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	17	54	23	0	0	0	0	0	0	94	
One or more suspensions	0	3	5	0	0	0	0	0	0	8	
Course failure in ELA	0	3	7	0	0	0	0	0	0	10	
Course failure in Math	0	2	8	0	0	0	0	0	0	10	
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	4	7	0	0	0	0	0	0	11

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	4	4	0	0	0	0	0	0	11
Students retained two or more times	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*		62	53		65	56			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		68	59		45	50			
Math Learning Gains									
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
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	82	77	59	40			80		

* 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)	CSI
OVERALL Federal Index – All Students	82
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	82
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	40
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	82			
AMI				
ASN				
BLK				
HSP	82			
MUL				
PAC				
WHT				
FRL	80			

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				
ELL	40	Yes	1	
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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												82
SWD												
ELL											1	82
AMI												
ASN												
BLK												
HSP											1	82
MUL												
PAC												
WHT												
FRL											1	80

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												40
SWD												
ELL												40
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												80
SWD												
ELL												80

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
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.

In looking at the STAR EL and the STAR Reading data from the past two-years: In kindergarten, the greatest area needing improvement is phonemic awareness. In first grade the greatest area needing improvement is reading, and in second grade the area needing improvement is comprehension of informational text.

Having two new teachers in kindergarten, six new teachers in first grade, and four new teachers in second grade contributed to some of the low performance. We had new teachers trying to learn and implement the new BEST standards, teach with a high level of rigor and focus on reaching the level of taxonomy for each standard taught.

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

The contributing factors for the deficit in phonemic awareness in kindergarten has been the lack of parental knowledge on how to help prepare their child for kindergarten, not having a strong explicit phonics program that is implemented daily at school, and students not having accessibility at home to practice. The actions to address this need will be to provide incoming kindergarten parents and involve preschool directors with activities to help prepare incoming kindergartners with a phonics foundation

prior to entering kindergarten. We will implement a very explicit foundation for reading lesson plans for teachers to teach during small group reading instruction. The lesson plans will include the 5 components of reading that coincide and match up perfectly with the district adopted reading curriculum. We will also continue to use a phonics program online that provides activities and instruction on each student's level. The online program is accessible from school and at home. The contributing factors for the deficit in second grade reading and comprehending informational text would be lack of exposure and resources. The actions to address this need would be to have teachers intentionally choose instructional material that exposes our students to more informational text and give students strategies to read and understand informational text. Also providing a strong tier I reading instruction will include differentiated small reading groups.

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 the K-2 District preliminary scores, our greatest gap was in 2nd grade FAST Reading. The District average was 71% proficient. At Holley-Navarre Primary the average was at 76% proficient in 2nd grade. Holley-Navarre Primary has a trend of 2nd grade students scoring high and above the district average in 2nd grade on both district/state assessments.

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

The area that has shown the most improvement was our 1st grade FAST Reading proficiency scores. Our proficiency rate went from 50% to 70.1%. We believe our students made significant growth due to the implementation of explicit small group reading instruction and providing strong tier I instruction using the district adopted curriculum. We have also provided our teachers ongoing support with learning targets and learning scales keeping a focus on standards being assessed, level of taxonomy to teach for each standard, and tracking student progress.

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

After reflecting on the EWS data from the 22-23 school year, there are two potential areas of concern for the students at HNP.

Students With Attendance Below 90%:

KG 53 Students 1st Grade 39 Students 2nd Grade 29 Students 121 Total Students

Students With One Or More Suspensions:

KG 4 Students 1st Grade 8 Students 2nd Grade 16 Students 28 Total Students

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

The highest priorities for Holly-Navarre Primary:

1. The ELL Subgroup-We are going to provide students, teachers, and parents with the support needed to be successful.
2. Implementing instructional grade-level PLC's. These will focus on learning targets and the progression of learning.
3. Implementing Student-led teams
4. Increasing the staff attendance rate from 92% to 95%.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Attendance

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.

In the 22-23 school year HNP's teacher attendance rate was at 92%.

Measurable Outcome:

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

Our teacher attendance for the the 22-23 school year was at 92%. The measurable teacher attendance for the 23-24 score year will be to increase our teacher attendance by 3% to 95%.

Monitoring:

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

The Principal and Assistant Principal will monitor teacher attendance weekly. The Principal and Assistant Principal will work with the PST(Parent Support Team) to provide incentives that will be awarded to staff that have 100% attendance on a monthly basis.

Person responsible for monitoring outcome:

Daniel Balsavich (balsavichd@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 the 22-23 School Year our teacher attendance was at 92%. Teacher absenteeism has a direct impact on student learning. We will provide the staff with incentives/rewards for perfect attendance each month.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Research has shown that, "The authorities may be able to solve this issue by considering teacher incentive schemes that reward teachers who demonstrate high levels of attendance. Schools should invest in infrastructure improvements in order to reduce stress levels in schools."

"When teachers are absent, it can have a profound impact on student performance. When teachers are absent, it can seriously disrupt the educational process. Classroom instruction is disrupted, and students can miss out on important learning opportunities. In addition, teacher absenteeism can lead to increased class size, which can further impede learning. The impact of teacher absenteeism on student performance has been well documented. Studies have shown that students are more likely to perform poorly on standardized tests when their teachers are frequently absent. In addition, students who have absentee teachers are more likely to be held back a grade, or to drop out of school altogether."

<https://www.gogreenva.org/the-impact-of-teacher-absenteeism-on-student-performance/>

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.

Check teacher attendance on a weekly basis.

Award teacher's with 100% attendance with incentives on a monthly basis.

Check student grades on a monthly basis.

Check FAST reading and math assessments for PM1, PM2, and PM3.

Person Responsible: Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

By When: Monthly

#2. ESSA Subgroup specifically relating to English Language Learners

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.

In the 21-22 school year our ELL subgroup scored 40% proficiency on the WIDA state assessment, falling below the 41% Federal Index. Our ELL students need additional support in learning the English language, but also additional support with the basic foundations of reading. With the ELL subgroup increasing, it is imperative that we target this population as early as possible.

Measurable Outcome:

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

Of our ELL student sub-group comprised of 17 students in the 22-23 school year, nine of which were 1st grade students and eight of which were 2nd grade students, 16 out of the 17 students made substantial gains in both the reading component and the overall score. The measurable outcome for the 23-24 school year will be to continue using strategies put in place in the 22-23 school year and have over 41% of students obtain proficiency with all students showing minimum growth of 1.0 on the WIDA state test.

Monitoring:

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

The Principal and Assistant Principal will work with the ESOL liaison, ELL paraprofessionals, and the classroom teachers who teach ELL students to monitor student performance on classroom assessments, STAR testing, and attendance. Students' classroom assessments and attendance will be monitored using FOCUS on a quarterly basis. STAR Math and STAR Reading assessments will be taken three times a year. After each assessment, the scores will be reviewed and the teacher will compare the standards taught the standards the student scored below proficiency and provide additional support while using additional ELL strategies to assist the student in the areas of concern.

In addition, the Region 1 BSI Team will be making visits monthly to conduct walkthroughs, provide support in the implementation of our school improvement strategies, and provide feedback as to if the resources we are using are having a positive effect on student achievement and/or best practices.

Person responsible for monitoring outcome:

Jennnifer Woll (wollj@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.)

By providing Teacher and para-professional training and regular peer-assisted learning opportunities, all students, including the ELL subgroup will benefit academically.

What Works Clearinghouse Practice Guide: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: <https://ies.ed.gov/ncee/wwc/PracticeGuide/6> (pages 16-29)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

“Research studies that produced a positive impact on reading achievement involved extensive training of the teachers and interventionists where all personnel who work with ELL students participate together in the same professional development activities” (pg. 16). Professional development such as PLCs will give teachers the opportunity to practice, review student data, and adjust strategies based on the data provided.

Peer-assisted learning continues to be an evidence-based approach where students practice what the teacher and/or the para-professional has taught. Such a practice provides teachers/para-professionals a method for addressing the unique learning styles of ELL students.

What Works Clearinghouse Practice Guide: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: <https://ies.ed.gov/ncee/wwc/PracticeGuide/6> (pages 16-29)

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.

Teachers and three ELL paraprofessionals will meet in PLCs each month to discuss to learn about effective ELL strategies. The teachers and the paraprofessionals will implement strategies they have learned and discuss in their PLC group how the strategies implemented affected student achievement for ELL students. Teachers and the three ELL paraprofessionals will track student assessment scores and attendance and bring data back the following month to their PLC group to discuss student results. Teachers will continue this PLC throughout the school year, picking new strategies each month, discussing the strategy, and collaborating on how they plan to implement the strategy in the classroom.

Person Responsible: Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

By When: Teachers will meet monthly to learn and discuss ELL strategies and student data.

The ESOL Liaison will provide ELL parent training twice per year. At the beginning of the school year, parents will be provided information on how the school will be supporting their child and how to access computer programs at home. Three ELL paraprofessionals will be introduced to parents and will provide communication to those parents who have not mastered the English language. Such communication will help in the forming of trusting relationships between the school and parents. During the second training, parents will be provided information concerning the WIDA test. Parents will learn how to access the WIDA from home and how to interpret the test and results. Teacher training will take place during preplanning for all teachers of ELL students. Teachers will review each child's ELL plan for accommodations and/or modifications needed. Teachers will also be trained on how to adequately provide and document ELL accommodations and modifications.

Person Responsible: Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

By When: August 9th training for teachers August 15th and January 12th training for parents.

Teachers and three ELL paraprofessionals will ensure all ELL students work on mastering the English language by using a computer program, Imagine Learning for the recommended time for each grade level.

*1st and 2nd grade: 1 hour per week

*Kindergarten: 45 minutes per week

The ESOL Liaison will pull weekly reports to ensure students are accessing program with fidelity.

Person Responsible: Jana Sims (simsj@santarosa.k12.fl.us)

By When: Weekly

Holley-Navarre Primary will hire two additional ELL paraprofessionals. One ELL paraprofessional per grade level will be hired to service students and to work with teachers of the students they serve. The ELL paraprofessional will collaborate with the classroom teacher to determine what each student needs as a

focus area, provide weekly progress notes, assist in building background knowledge, assist with testing, and connect with families by meeting in person or by phone.

Person Responsible: Jana Sims (simsj@santarosa.k12.fl.us)

By When: Weekly

Teachers and three ELL paraprofessionals will participate in a book study, "The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming", by Michael Toth and David Sousa. In this PLC, we will learn the significance and importance of having ELL students work in academic teams. Students who are engaged in their learning and work together in teams "...exhibit maximum ownership and responsivity for their learning resulting in students performing better in the classroom and on district/state assessments." In addition, allowing students to work in student-led academic teams will give students the opportunity to collaborate with their peers, listen to other English speaking students, contribute to student-led discussions, provide them support, and enhance their confidence. Such interaction between ELL students and their English speaking peers will provide constant feedback and interaction as they learn to master the English language.

Person Responsible: Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

By When: Monthly

#3. Instructional Practice specifically relating to Professional Learning Communities**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.

During the 22-23 school-wide administration walk-through data from the Marzano Focused Teacher Evaluation Model for the Category 1 Standard of Planning Standards-Based Lessons/Units, our school-wide average was 3.58/4. Category 2 Standard of Identifying Critical Content our school-wide average was 3.36/4. Teachers will work in grade level teams to break down grade level standards, decide on learning targets that cover the standards and build learning scales together to match their student needs. This Focus-Area was identified as a need based on classroom walkthrough data and the implementation of new Florida BEST standards.

Measurable Outcome:

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

The short term-goal will be to provide a PLC opportunity to break down the standards and really look at the progression of learning to plan lessons. We would expect to see a slight increase in the score average in both areas.

Short-Term Goal: Administrator walkthrough data for Standards Based Planning: To increase the school-wide average score to a 3.70.

Short-Term Goal for Identifying Critical Content: To increase the school-wide average score to a 3.50.

Long-Term Goal: Administrator walkthrough data for Standards Based Planning: To increase the school-wide average score to a 3.80.

Long-Term Goal for Identifying Critical Content: To increase the school-wide average score to a 3.80.

FAST Math Data should reflect a minimum of 80% proficiency in the areas of math and reading by PM 3. FAST Reading Data should reflect a minimum of 76% proficiency in the areas of math and reading by PM 3.

Monitoring:

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

The school leadership team will attend monthly grade level PLC's and review learning targets and scales. Teachers will make adjustments to their targets and scales as needed. Administration will monitor the implementation of the targets and scales during classroom walkthroughs. The results of the walkthroughs will be documented on each teacher's Marzano observation tool.

Person responsible for monitoring outcome:

Daniel Balsavich (balsavichd@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 the benchmark-aligned instruction in classrooms, our teachers will focus on building and modifying current learning targets and scales to meet their students' needs.

"Learning targets convey to students the destination for the lesson—what to learn, how deeply to learn it, and exactly how to demonstrate their new learning. In our estimation and that of others, the intention for the lesson is one of the most important things students should learn." "Students who have clear pictures of

the learning target and of the criteria for success (learning scale) are likely to also have a sense of what they can and should do to make their work measure up to those criteria and that goal."

<https://www.greatschoolspartnership.org/proficiency-based-learning/research-evidence/research-supporting-ten-principles-learning-standards/>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who know the purpose of the lesson being taught and how to get to the learning target will know exactly what skills are needed to meet the learning standard.

"Students who have clear pictures of the learning target and of the criteria for success (learning scale) are likely to also have a sense of what they can and should do to make their work measure up to those criteria and that goal."

<https://www.greatschoolspartnership.org/proficiency-based-learning/research-evidence/research-supporting-ten-principles-learning-standards/>

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.

Teachers will participate in monthly grade level PLC's to discuss and review learning targets and performance scales using our pacing guides for Math and Reading and Florida B.E.S.T. Standards. Teachers will make necessary adjustments to their targets and scales based on students' needs.

Person Responsible: Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

By When: Monthly

Each month, teachers will reconvene and review the learning targets and scales that were created and used in their classrooms. Teachers will review student performance on the standards that were taught using the learning targets and scales that were implemented and make adjustments to their lessons based on student data.

Person Responsible: Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

By When: Monthly

#4. 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.

Upon reviewing the 2022-2023 school-wide student STAR data results, our students demonstrated the following proficiency percentages: STAR Early Literacy: 73.4%; STAR Reading: 73.3%; STAR Math: 76.4%

The 2022-2023 school average data from the administrative walk-throughs, using the Marzano Focused Teacher Evaluation Model: Using Engagement Strategies was 3.26/4.

Measurable Outcome:

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

Short Term:

Administrator walkthrough data will increase for student engagement from 3.26 to 3.5 by the end of the school year.

Student STAR scores will increase to a minimum of 75% proficiency rate in STAR Early Literacy and STAR Reading.

Student STAR Math will increase to a minimum of 78% proficiency.

Long-Term:

Administrator walkthrough data will increase to a 3.75.

Student STAR scores in Early Literacy, Reading, and Math will be at 80% proficiency.

Monitoring:

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

The school leadership team will be conducting a minimum of 4 walkthroughs (one per each quarter) for each classroom teacher and evaluate the teacher scores in the area of student engagement. Administrators will review STAR data after each PM assessment.

Person responsible for monitoring outcome:

Daniel Balsavich (balsavichd@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 proficiency and allow students to stay engaged while interacting with instructional content, we will be implementing the use of student-led academic teams which "encompasses all the social, emotional, cognitive components for successful learning." By providing intensive small-group reading interventions, all students will benefit academically.

"The Power of Student Teams," by Michael Tooth and David Sousa.

What Works Clearinghouse Practice Guide: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: <https://ies.ed.gov/ncee/wwc/PracticeGuide/6> (pages 16-29)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students who are engaged in their learning and work together in teams "...exhibit maximum ownership and responsivity for their learning resulting in students performing better in the classroom and on district/ state assessments." Allowing students to work in student-led academic teams will give students the opportunity to collaborate with their peers, listen to other English speaking students, contribute to student-led discussions, provide them support, and enhance their confidence. Such interaction between ELL students and their English speaking peers will provide constant feedback and interaction as they learn to master the English language.

Providing focused, intense, direct and explicit instruction in small groups will accelerate the learning of all students. Small group instruction provides multiple opportunities for students to respond and engage with their peers.

The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming

What Works Clearinghouse Practice Guide: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: <https://ies.ed.gov/ncee/wwc/PracticeGuide/6> (pages 16-29)

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.

Administration will provide teachers with district elementary school examples on how to implement student-led teams and provide follow-up information during grade level PLC's.

Person Responsible: Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

By When: Monthly

Administration will conduct classroom walkthroughs and provide coaching and feedback to teachers.

Person Responsible: Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

By When: Minimum - quarterly

Teachers and three ELL paraprofessionals will participate in a book study, "The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming", by Michael Toth and David Sousa. In this PLC, teachers will learn the significance and importance of having ELL students work in academic teams.

Person Responsible: Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

By When: Monthly

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).

We have completed a Title I planning sheet for activities and materials we plan to purchase with our funding to support the strategies we have identified in our school improvement plan. Title I funding is under the oversight of the Director of Federal Programs. The Principal and Assistant Principal stay in communications with the Director of Federal Programs not only for beginning of the year purchases but to ensure that funding is being utilized appropriately throughout the school year. In addition, administrators ensure the funding is tied to school improvement outcomes.

UniSIG funding will also be under the oversight of the Director of Federal Programs once funding is received, however prior to any disbursement, administrators of the school have communicated directly with the Department of Continuous Improvement to receive feedback on ensuring that requests for UniSIG funding meets the school improvement goals.

To improve our reading and math proficiency rate for all students and especially targeting our ELL population of students, we have hired an interventionist who will be working with our lowest performing reading and math students to provide specific intervention to close the learning gaps. The interventionist will be providing individualized support to our most struggling students. This includes providing our ELL population with the needed interventions for closing the language gap.

To build a better school to home connection, we will be providing our families of our lowest performing students a training session to teach them strategies to be used at home for reading and math. These strategies can be practiced at home with their child. We will demonstrate how to access programs at home to will help close learning gaps.

We will host five School Advisory Council meetings throughout the year and have a Fall and Spring Continuous Improvement collaboration meeting with the district to share school-wide data and how the implementation of utilizing an interventionist has impacted student performance in reading and math. It is during these meetings that we will be monitored by the District for compliance.

Since we are a CSI school, the Region 1 BSI Team will be making visits monthly to conduct walkthroughs, provide support in the implementation of our school improvement strategies, and provide feedback as to if the resources we are using are having a positive effect on student achievement and/or best practices.

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.

The SIP, UniSIG budget, and Schoolwide Program Plan will be disseminated to families through a callout to all families notifying them it will be available on our school website. A hard copy of information will be provided at the school's Parent Resource Center, at the first School Advisory Council Meeting, and to all school staff at faculty meetings.

The school website: <https://hnp.santarosaschools.org/en-US>

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))

Holley-Navarre Primary School will include students (as appropriate), parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education. We will support this commitment by:

1. Providing during the SAC nomination process all nominees a short blurb about themselves and how they are connected to the Navarre Community. This will allow those parents who are voting to make an educated decision for whom they cast their ballot.
2. Conducting an annual meeting for parents. All parents will be invited and encouraged to attend. During this meeting, we will focus on explaining the requirements of the Title I Program and UniSIG funding, the right of parents to be involved, the Parent Compact, Parent Involvement Plan, School Grade, and the School Climate Survey.
3. Offering a flexible number of meetings to accommodate the varying schedules of parents. Child care may be provided if applicable.
4. Continuing the parent involvement advisory committee (School Advisory Council) which includes faculty, staff, parents, and business and community members. All parents are encouraged to attend/observe meetings. The goal is for our Council to be reflective of our school diversity. The School Advisory Council will provide input for our school, assess the effectiveness of the Parent Involvement Program, and make recommendations for positive changes regarding parent involvement. The Council shall serve in an advisory capacity to the school principal, to assist in the development of the educational program, and in the preparation and evaluation of the School Improvement Plan required pursuant to Section 230.23 (18), Florida Statutes. Timelines for meetings, agendas, SAC Bylaws, SAC resources, and approved minutes will be posted on the school website.

The school website: <https://hnp.santarosaschools.org/en-US>

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)

Transition meetings for Pre-K students transitioning to kindergarten will be held to provide parents with transition information and activities. HNP will meet with Pre-K schools to let them know incoming kindergarten expectations and skills needed. In addition, articulation meetings will be held with feeder schools for the large number of students transitioning to Holley Navarre Primary.

The school provides a meeting for all incoming kindergarten parents prior to the school year to speak about how parents can support their child at home to prepare them for kindergarten and also introduce the standards their child will be held accountable for each 9-weeks. Parents are also given a kindergarten readiness bag with activities and instruction resources for them to be able to work with their child over the summer to better prepare them for the beginning of the school year.

The school will continue the initiative to improve school safety utilizing Title I funds for the renewal of School Check-In, which screens all visitors entering the school. This program provides a secure screening process for the school.

The school has provided each grade level with a 40-minute intervention block. This block of time is used for students to receive tier 2 intervention from the classroom teacher or to be pulled out by one of our

three intervention teachers for tier 3 intervention.

The school will use Title I funds to provide materials, resources, and incentives for parent involvement activities for our identified most struggling math and reading students.

The school has three intervention teachers, one that will be funded through Title I assist, to provide explicit tier 3 intervention.

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))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance				\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				\$91,022.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	150	0281 - Holley Navarre Primary	UniSIG	2.0	\$78,347.00
			Notes: Our plan is to hire 2 additional ESOL paraprofessionals to support 22 ELL students. The cost, according to Human Resources, is approximately \$39,173.50 each.			
	6400	120	0281 - Holley Navarre Primary	UniSIG		\$12,150.00
			Notes: Stipends will be paid to each teacher at a rate of \$25/hour. We will have 18 teachers who will collaborate on a weekly basis starting the 2nd quarter of school for 1 hour/week to equal 27 hours for each teacher. Teachers will discuss ESOL strategies being used and the effectiveness of each strategy used. 18 classroom teachers have ESOL endorsement and will service ESOL students. These teachers will meet each week to determine a strategy to use, implement the strategy during the week and meet the following week to discuss the impact on student success. The total will be \$12,150.			
	6400	120	0281 - Holley Navarre Primary	UniSIG		\$525.00
			Notes: 18 teachers and 3 ESOL paraprofessionals who support ELL students will be participating in the book study, "The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming". In this PLC they will understand the significance and importance of having ELL students work in academic teams. ELL students who are engaged in their learning and work together in teams will benefit socially and cognitively. Book: "The Power of Student Teams: Achieving Social, Emotional, and Cognitive Learning in Every Classroom Through Academic Teaming" will cost \$25. Twenty-one books will be needed.			
3	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$0.00
4	III.B.	Area of Focus: Instructional Practice: Student Engagement				\$0.00

Total:	\$91,022.00
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Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No