

Santa Rosa County School District

# Holley Navarre Intermediate



## 2020-21 Schoolwide Improvement Plan

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## Holley Navarre Intermediate

1936 NAVARRE SCHOOL RD, Navarre, FL 32566

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

### Demographics

**Principal: Vesta Mosley**

Start Date for this Principal: 4/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 3-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	43%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (57%) 2016-17: B (57%) 2015-16: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Jeff Sewell</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

## **SIP Authority**

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

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

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

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

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

## **Purpose and Outline of the SIP**

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement**

Holley-Navarre Intermediate School's (HNIS) mission is to prepare students for success by providing a superior, relevant education.

#### **Provide the school's vision statement**

Holley-Navarre Intermediate School's vision is that our students will be productive, successful contributors to society.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Mosley, Beth	Principal	<p>Per Santa Rosa County-Elementary School Principal-HR job Description:</p> <ol style="list-style-type: none"> <li>1. Manage and administer the overall instructional program at the assigned school.</li> <li>2. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school.</li> <li>3. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school.</li> <li>4. Manage and administer the accreditation program for the assigned school.</li> <li>5. Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs.</li> <li>6. Participate, as requested, in the development of District guides related to instruction and personnel.</li> <li>7. Participate, as requested, in the development and adoption of the District’s assessment program.</li> <li>8. Manage and administer the assessment program for the school..</li> <li>9. Manage and supervise the wise use of personnel resources.</li> <li>10. Manage, supervise and evaluate personnel.</li> <li>11. Manage the implementation and administration of negotiated employee contracts at the school level.</li> <li>12. Manage and administer the development of long and short-range instructional and facility needs.</li> <li>13. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school.</li> <li>14. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility.</li> <li>15. Coordinate facility and support service requirements with appropriate district offices.</li> <li>16. Coordinate and supervise the transportation services at the assigned school.</li> <li>17. Manage the discipline of students on buses, including statutory provisions for suspension.</li> <li>18. Maintain a high visibility within all areas of the facility.</li> <li>19. Establish guidelines for proper student conduct and effective disciplinary procedures and policies.</li> <li>20. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies.</li> <li>21. Manage and supervise the function of financial planning for the school, including the preparation of the school’s budget.</li> <li>22. Manage and supervise, through wise use, the financial resources of the school.</li> </ol>

Name	Title	Job Duties and Responsibilities
		<p>23. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services.</p> <p>24. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.</p> <p>25. Manage and administer the preparation of financial reports for the school.</p> <p>26. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process.</p> <p>27. Manage and administer through statute and District guidelines, the school food service program.</p> <p>28. Develop and maintain positive school/community relations and act as liaison between the two.</p> <p>29. Be proactive in decisions relating to school and community well-being.</p> <p>30. Use effective positive interpersonal communication skills.</p> <p>31. Actively participate in the recruitment of business partnership to benefit the school community.</p> <p>32. Assign and supervise special tasks to school personnel.</p> <p>33. Assign to teachers such responsibility and authority for student control as deemed appropriate.</p> <p>34. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.</p>
Thompson, Ann	Assistant Principal	<p>Per Santa Rosa County Schools-Elementary School Assistant Principal-HR Job Description:</p> <ul style="list-style-type: none"> <li>• Coordinate all aspects of elementary curriculum.</li> <li>• Coordinate faculty, year level and individual teacher’s planning, as assigned.</li> <li>• Assist teachers in interpreting and implementing the District’s curriculum.</li> <li>• Coordinate, as assigned, research related to curriculum development.</li> <li>• Recommend curriculum adjustments to meet the special learning needs of individual children.</li> <li>• Assist teachers in organizing classrooms for effective learning.</li> <li>• Implement and schedule the standardized testing program when assigned.</li> <li>• Establish and maintain a system of school-wide textbook accountability.</li> <li>• Schedule and plan in-service programs and prepare required reports.</li> <li>• Work with the media specialist in adapting and improving</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>the use of media in the school.</p> <ul style="list-style-type: none"> <li>• Participate in proposed and on-going curriculum development projects.</li> <li>• Serve, at the direction of the Principal, as advisor and special consultant to probationary employees.</li> <li>• Coordinate the grade placement and grouping of children.</li> <li>• Assist the Principal in planning and carrying out staff and parent curriculum meetings.</li> <li>• Serve as the administrative representative on the school's Integrated Services Team.</li> <li>• Complete special assignments assigned by the Principal.</li> <li>• Assume building supervisory responsibility in the absence of the Principal.</li> <li>• Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline.</li> <li>• Assist in the supervision of all school activities and programs.</li> <li>• Supervise students in order to maintain a safe and orderly environment.</li> <li>• Assist the Principal in planning and implementing the school improvement program.</li> <li>• Assist the Principal and other staff in maintaining a clean and safe school plant.</li> <li>• Assist in the selection, supervision and evaluation of all school personnel.</li> <li>• Prepare such records and reports as the Principal may assign.</li> <li>• Perform other incidental tasks consistent with the goals and objectives of this position.</li> </ul>

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

Name	Title	Job Duties and Responsibilities
		<p>meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</p> <ul style="list-style-type: none"> <li>• Implements the school’s and district’s philosophy of education and instructional goals in order to align personal focus with school and district professional direction.</li> <li>• Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information.</li> <li>• Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.</li> <li>• Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement.</li> <li>• Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.</li> <li>• Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction.</li> <li>• Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.</li> <li>• Establishes and maintains cooperative relations with students, faculty, staff, and parents.</li> <li>• Assumes the responsibility to maintain a valid Florida teacher’s certificate.</li> <li>• Performs other tasks and/or responsibilities as assigned by the principal.</li> </ul>
Barrett, Lacey	Teacher, ESE	<p>Principal Duties and Responsibilities (Essential Functions):</p> <ul style="list-style-type: none"> <li>• Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan.</li> </ul>

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

Name	Title	Job Duties and Responsibilities
Sasser, Amy	Teacher, K-12	<p>Per Santa Rosa County Schools-Elementary Teacher-HR Job Description:</p> <ul style="list-style-type: none"> <li>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.</li> <li>• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.</li> <li>• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> <li>• Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation.</li> <li>• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.</li> <li>• Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.</li> <li>• Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.</li> <li>• Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies.</li> <li>• Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students, and are consistent to the assigned teaching responsibility.</li> <li>• Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.</li> <li>• Instructs students for the purpose of improving their success in academics through a defined course of study.</li> <li>• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.</li> <li>• Supports other classroom teachers for the purpose of</li> </ul>

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

Name	Title	Job Duties and Responsibilities
		<p>day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.</p> <ul style="list-style-type: none"> <li>• Establishes and maintains cooperative relations with students, faculty, staff, and parents.</li> <li>• Assumes the responsibility to maintain a valid Florida teacher’s certificate.</li> <li>• Performs other tasks and/or responsibilities as assigned by the principal.</li> </ul>
Legg, Phyllis	Paraprofessional	<p>*Personal characteristics required of all employees such as honesty, industry, sobriety and the ability to get along with others, are presumed qualities and may not be listed specifically.</p> <ul style="list-style-type: none"> <li>• Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;</li> <li>• Assist with classroom management, such as organizing instructional and other materials;</li> <li>• Provide assistance in a computer laboratory;</li> <li>• Conduct parental involvement activities under the supervision of the classroom teacher;</li> <li>• Provide support in a library or media center;</li> <li>• Act as a translator;</li> <li>• Provide instructional services to students;</li> <li>• Assist children with personal hygiene;</li> <li>• Perform related duties as required or assigned by the principal.</li> </ul>
Evans, Morgan	Instructional Media	<ul style="list-style-type: none"> <li>• Organizes and implements an open-concept media program which fully supports the educational goals and objectives of the school.</li> <li>• Supports curriculum through cooperative planning and consultation with faculty and administration.</li> <li>• Creates and facilitates an appropriate atmosphere of educational innovation and accepts leadership responsibilities for new directions in educational development.</li> <li>• Instructs small and large groups in sequential information retrieval skills.</li> <li>• Teaches lessons with specific objectives defined by and in cooperation with individual teachers.</li> <li>• Provides guidance in selection, location, utilization and evaluation of print and non-print materials and in technology.</li> <li>• Furnishes reading guidance for patrons with unique needs and encourages all patrons to adopt lifelong reading interests.</li> <li>• Maintains continuing knowledge and awareness of new</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>technologies and how they impact the curriculum and instruction.</p> <ul style="list-style-type: none"> <li>• Conducts ongoing formal and informal faculty Inservice in the field of technology.</li> <li>• Trouble shoots malfunctioning equipment.</li> <li>• Evaluates, selects, and orders print and non-print materials, and removes those no longer usable.</li> <li>• Establishes circulation procedures which assure maximum availability of resources to all patrons.</li> <li>• Initiates and directs management procedures for Media Center, including supervision of clerical routines and maintenance of all records relating to collection management.</li> <li>• Prepares and submits all required reports for Media Center usage and activities.</li> <li>• Formulates and administers Media Center budget.</li> <li>• Supports professional organizations at district, state and national levels.</li> <li>• Evaluates and restructures media program, as needed, soliciting input from total school population.</li> <li>• Ensures professional growth through attendance at seminars, conferences, and university courses, and through extensive professional reading.</li> <li>• Assumes the responsibility to maintain a valid Florida teacher’s certificate.</li> <li>• Performs other tasks and/or responsibilities as assigned by the principal.</li> <li>• Provides own method of transportation to various locations when required.</li> </ul>
<p>Goodin, Lauren</p>	<p>Other</p>	<ul style="list-style-type: none"> <li>• Provide daily intensive reading instruction to K-5 students. Grade level will be dependent on school need.</li> <li>• Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers, and community-based family partners.</li> <li>• Increases educators’ awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families.</li> <li>• Provides information, training, and support for families and educators.</li> <li>• Collaborates with all other professional reading and support personnel in the delivery of multi-system support for teachers and students.</li> <li>• Assess students using a variety of measures to determine appropriate instructional needs.</li> <li>• Provide ongoing training and follow-up in the use of assessment tools to assist the continuous development of students.</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Collaborate with and coach teachers on the use of assessment data to plan instruction; analyze school literacy data and plan for future literacy needs.</li> <li>• Collect data/ranking sheets.</li> <li>• Organize and monitor intervention groups.</li> <li>• Communicate with faculty and staff with professionalism.</li> <li>• Exhibit strength in professionalism and communication skills.</li> <li>• Demonstrate characteristics of an on-going learner.</li> <li>• Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately.</li> <li>• Serves as a reading contact between the Literacy Department and elementary schools.</li> </ul>
<p>White, Tammie</p>	<p>Guidance Counselor</p>	<ul style="list-style-type: none"> <li>• Assists in the registration and placement of students.</li> <li>• Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students.</li> <li>• Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups.</li> <li>• Oversees the provision of career development activities for students.</li> <li>• Administers initial screenings and coordinates the referral process for identification and placement of students with special needs.</li> <li>• Provides appropriate consultation with parents on all issues related to student success.</li> <li>• Provides appropriate consultation and staff development to school personnel as needed.</li> <li>• Consult and collaborate with teachers, staff, and parents in understanding and meeting the needs of students.</li> <li>• Tracks attendance and develops appropriate truancy intervention plans.</li> <li>• Assists with referrals to other service providers and outside agencies.</li> <li>• Facilitates Integrated Services Team meetings.</li> <li>• Develops 504 plans and health care plans as needed.</li> <li>• Maintains access to current information regarding community resources.</li> <li>• Organizes community service projects.</li> <li>• Coordinates district and state-mandated assessments and provides assistance in the interpretation of results. to parents, students, and other school staff.</li> <li>• Provides or assists with student orientation.</li> <li>• Evaluates the guidance program on a continuing basis.</li> <li>• Consults with school personnel on issues regarding student discipline.</li> <li>• Assists in the orientation of new faculty and staff members.</li> </ul>



Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Assists with parent/teacher conferences as requested.</li> <li>• Oversees the proper maintenance of student records as required by applicable policies, regulations and procedures.</li> <li>• Attends and participates in faculty meetings.</li> <li>• Accepts responsibility for extra-curricular activities as assigned.</li> <li>• Attends professional meetings and staff development activities.</li> <li>• Maintains a valid Florida teacher’s certificate.</li> <li>• Provides own method of transportation to various locations when required.</li> <li>• Performs other tasks and responsibilities as assigned by the principal.</li> </ul>
Golden, Stephanie	Teacher, K-12	<p>Per Santa Rosa County Schools-Elementary Teacher-HR Job Description:</p> <ul style="list-style-type: none"> <li>• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.</li> <li>• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.</li> <li>• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.</li> <li>• Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/her personal means of transportation.</li> <li>• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.</li> <li>• Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.</li> <li>• Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.</li> <li>• Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>adhering to state law and board policies.</p> <ul style="list-style-type: none"> <li>• Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students, and are consistent to the assigned teaching responsibility.</li> <li>• Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.</li> <li>• Instructs students for the purpose of improving their success in academics through a defined course of study.</li> <li>• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.</li> <li>• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.</li> <li>• Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district.</li> <li>• Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.</li> <li>• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.</li> <li>• Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.</li> <li>• Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.</li> <li>• Implements the school's and district's philosophy of education and instructional goals in order to align personal focus with school and district professional direction.</li> <li>• Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information.</li> <li>• Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement.</li> <li>• Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.</li> <li>• Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction.</li> <li>• Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.</li> <li>• Establishes and maintains cooperative relations with students, faculty, staff, and parents.</li> <li>• Assumes the responsibility to maintain a valid Florida teacher’s certificate.</li> <li>• Performs other tasks and/or responsibilities as assigned by the principal.</li> </ul>

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

Name	Title	Job Duties and Responsibilities
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- improvement.
- Implements the school’s and district’s philosophy of education and instructional goals in order to align personal focus with school and district professional direction.
  - Maintains accurate, complete, and correct records as required by applicable laws, policies, procedures and regulations to ensure the accurate communication and collection of important district, school, and student information.
  - Assists in upholding and enforcing administrative regulations and applicable policies, regulations and procedures.
  - Participates in a variety of meetings (including but not limited to 504 Meetings, IEP meetings, grade level meetings, data team meetings, collaborative planning meetings) for the purpose of conveying and/or gathering information required to perform functions and to improve student achievement.
  - Adheres to emergency procedures and responds to emergency situations for the purpose of resolving immediate safety concerns.
  - Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, students, central office staff, etc.) for the purpose of resolving issues, providing information and/or direction.
  - Accepts responsibility for collaborative teaching assignments, co-teaching and inclusion assignments, co-curricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.
  - Establishes and maintains cooperative relations with students, faculty, staff, and parents.
  - Assumes the responsibility to maintain a valid Florida teacher’s certificate.
  - Performs other tasks and/or responsibilities as assigned by the principal.

**Demographic Information**

**Principal start date**

Wednesday 4/1/2015, Vesta Mosley

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

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

16

**Total number of teacher positions allocated to the school**

32

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School 3-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	43%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (57%) 2016-17: B (57%) 2015-16: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Jeff Sewell</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## Early Warning Systems

### Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	1	1	244	251	244	0	0	0	0	0	0	0	741
Attendance below 90 percent	0	0	0	6	10	11	0	0	0	0	0	0	0	27
One or more suspensions	0	0	0	2	2	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	0	7	1	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	4	5	3	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

#### The number of students identified as retainees:

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

#### Date this data was collected or last updated

Monday 8/31/2020

### Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	1	0	283	289	326	0	0	0	0	0	0	0	899
Attendance below 90 percent	0	0	0	5	5	8	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	6	8	16	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	2	29	52	0	0	0	0	0	0	0	83

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	5	11	18	0	0	0	0	0	0	0	34

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	10	15	14	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	1	0	283	289	326	0	0	0	0	0	0	0	899
Attendance below 90 percent	0	0	0	5	5	8	0	0	0	0	0	0	0	18
One or more suspensions	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	6	8	16	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	2	29	52	0	0	0	0	0	0	0	83

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	5	11	18	0	0	0	0	0	0	0	34

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	10	15	14	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0



## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	69%	68%	57%	66%	64%	56%
ELA Learning Gains	62%	64%	58%	54%	53%	55%
ELA Lowest 25th Percentile	47%	56%	53%	42%	45%	48%
Math Achievement	72%	72%	63%	71%	72%	62%
Math Learning Gains	66%	67%	62%	59%	62%	59%
Math Lowest 25th Percentile	41%	52%	51%	39%	52%	47%
Science Achievement	63%	65%	53%	65%	64%	55%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	3	4	5	
	(0)	(0)	(0)	0 (0)

### Grade Level Data

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	73%	71%	2%	58%	15%
	2018	69%	66%	3%	57%	12%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	66%	66%	0%	58%	8%
	2018	65%	66%	-1%	56%	9%
Same Grade Comparison		1%				
Cohort Comparison		-3%				
05	2019	67%	69%	-2%	56%	11%
	2018	64%	64%	0%	55%	9%
Same Grade Comparison		3%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	71%	4%	62%	13%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	2018	73%	73%	0%	62%	11%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	72%	73%	-1%	64%	8%
	2018	71%	74%	-3%	62%	9%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
05	2019	67%	71%	-4%	60%	7%
	2018	68%	70%	-2%	61%	7%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	63%	65%	-2%	53%	10%
	2018	65%	66%	-1%	55%	10%
Same Grade Comparison		-2%				
Cohort Comparison						

**Subgroup Data**

<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<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 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
SWD	45	48	38	47	48	38	25				
ELL	37	33	40	47	50	33					
ASN	61	57		61	64						
BLK	48	41	42	52	52	24	41				
HSP	71	62	39	67	60	41	61				
MUL	69	64	40	78	64	47	61				
WHT	71	64	51	75	68	43	67				
FRL	62	56	49	66	64	39	53				

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<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 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	40	42	46	54	51	42	33				
ELL	29	40	27	38	41	43					
ASN	68	64		73	71						
BLK	45	34	18	43	53	33	26				
HSP	58	48	40	67	50	33	64				
MUL	70	58	53	71	52	13	47				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	69	55	43	75	61	47	72				
FRL	56	45	32	64	57	37	52				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

**Asian Students**

Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

**Black/African American Students**

Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Based on the 2019 Florida Standards Assessment (FSA) data, the data component with the lowest area of performance was Math Learning Gains in the Lowest 25% (41%).

Contributing factors to last year's low performance were the lack of learning gains in the following subgroups: Students with Disabilities (SWD), English Language Learners (ELL), African American students (BLK), and Free/Reduced Lunch students (FRL). Of these four subgroups, there was a decline in three of the four from the 2018 Math FSA to 2019 Math FSA: SWD (-4%), ELL (-10%), BLK (-9%), FRL (+2%).

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

Of the seven categories that comprise the school grade, the one category that decreased from 2018 to 2019 was the Statewide Science Assessment (SSA) (65% to 63%, -2%). A factor that contributed to this decline was the lack of vertical collaboration among teachers in the area of science. Fifth grade teachers felt unsuccessful in adequately covering grade level and prior grade level content to prepare students for the fifth grade SSA. Although fifth grade teachers had the appropriate curriculum resources, the students did not demonstrate mastery of previous years' standards.

**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**

The component with the greatest gap when compared to the state average was the 2019 fifth grade FSA Math data. In all areas of ELA, Math, and Science, HNIS scored above the state average. When analyzing which component scored closest to the state average, it was the 2019 fifth grade FSA Math, earning 7% above the state average (HNIS: 67%, Santa Rosa County: 71%, State: 60%). Although HNIS does not show a gap in data when compared with the state, one factor that may have contributed to being closest to the state average in FSA Math was a decrease in learning gains among students in identified subgroups within the lowest quartile (-10% ELL students, -9% Black students). These students may not have been provided resources that the school was able to provide parents to work with their children at home to close the math achievement gap. An additional factor was obsolete math curriculum that needed to be supplemented by teachers to adequately provide students with rigorous learning opportunities in math.

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

Of the seven categories that comprise the school grade, the component showing the most improvement from 2018 to 2019 was FSA ELA Learning Gains (54% to 61%, +7%). Actions during the 2018-2019 school year that contributed to this increase included a school mentor program called Success Teams that targeted fourth and fifth students in the lowest quartile for ELA and Math. These students were provided weekly additional mentor support that included encouragement to meet academic, attendance and/or discipline goals, and students were provided a quarterly life skills session. HNIS also utilized the reading expertise of a county provided Reading Coach, Penny Duffey, who worked closely with teachers in individual classrooms and provided school-wide professional development. Coach Books and iReady workbooks were provided through Title I funding for every classroom to set a classroom set of these FSA preparation workbooks. Additionally, FSA Learning Gains data was also provided through our county computer program, SMART, which calculates the number of points each student must earn to achieve learning gains. Teachers were able to use this data to make informed instructional decisions and target students who required additional support.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Based on current year EWS data, two areas of concern are students who have failed a core course in ELA or Math and students who scored a Level 1 on the 2019 Math or ELA FSA.

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

1. Based on 2019 FSA Data: Lowest Component: FSA Math Learning Gains in the Lowest 25% (2019 FSA: 41% Proficiency)
2. Based on 2019 FSA Data: Greatest Decline from Prior Year: Statewide Science Assessment Proficiency (2019 SSA: 63% Proficiency)
3. Based on 2019 FSA Data: Component with greatest achievement gap when compared to the state average: FSA ELA Learning Gains in the Lowest 25% (2019 FSA ELA: school: 47%, state: 53%, -6% below state average)

**Part III: Planning for Improvement**

**Areas of Focus:**



- Horizontal and vertical PLCs
- 2020 Florida Council of Teachers of Mathematics conference
- Conferences for administrators
- Book studies
- District staff-provided PD/mentoring
- STEAM training

2. After-school tutoring:

- Funding for tutors- Fall and Spring (12-14 sessions each)
- Progress monitoring material

3. Instructional/technology-based resources:

- Moby Max, Coach/iReady, Scholastic/Science Spin/StoryWorks
- Freckle- online
- Study Island/Exact Path
- Manipulatives
- Intervention/progress monitoring materials- AIS/intervention teacher
- ELA short reads
- Computers/technology hardware

4. Family engagement activities/resources for academic achievement and additional student opportunities:

- Event food/refreshments and educational resources for families(Virtual platform)
- Critical thinking experiences- utilizing CDC guidelines:
  - a. Word Masters Challenge (gifted students)
  - b. Lego League (gifted students)
  - c. Odyssey of the Mind
  - d. Stipend for OM coaches

5. Allocated staffing and master schedule- maximize classroom instruction and support:

- Co-teaching classrooms
- Paraprofessionals paired with dual-certified teachers
- AIS (1); Intervention teacher- Tier II/Tier III support

**Person Responsible** Beth Mosley (mosleyv@santarosa.k12.fl.us)



## #2. Instructional Practice specifically relating to Science

<b>Area of Focus Description and Rationale:</b>	<p>Area of Focus: Greatest Decline from Prior Year: 2019 Science Proficiency (63%)</p> <p>Rationale: Of the seven categories that comprise the school's grade, the only category that declined from 2018 to 2019 was the percentage of proficient students (Level 3 or higher) on the FCAT Science Assessment (2018: 65% declined in 2019 to 63%, Santa Rosa County School District: 65%, State Average: 53%).</p>
<b>Measureable Outcome:</b>	Holley-Navarre Intermediate's goal is for at least 65% of fifth grade students to score a level 3 or higher on the 2020 SSA Statewide Science assessment.
<b>Person responsible for monitoring outcome:</b>	Beth Mosley (mosleyv@santarosa.k12.fl.us)
<b>Evidence-based Strategy:</b>	Inquiry-based learning-Through this format of learning, students must use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must defend or present. This format of questioning reinforces content, provides opportunities for deeper understanding of the content, and allows students to take ownership of their learning.
<b>Rationale for Evidence-based Strategy:</b>	Holley-Navarre Intermediate's fifth grade students have demonstrated percentage increases and decreases on the SSA scores over a multi-year span (2016: 63%, 2017: 60%, 2018: 65%, 2019: 63%). Inquiry-based learning is a part of the STEAM initiative supported by the Santa Rosa County School District. Inquiry-based learning allows students in all subgroups to have a more concrete understanding of the 3-5 science standards, thus increasing performance results on the 2020 SSA.

### Action Steps to Implement

1. Staff professional development:
  - Subs for county PD/ school-based PD "data days" .
  - Quarterly "Seahawk Walks" for teachers- peer observations
  - Horizontal/vertical PLCs
  - Teacher conferences
  - Administrator PD
  - Book Studies
  - District staff-led PD/mentoring
  - STEAM PD
  
2. Interdisciplinary STEAM lessons/opportunities:
  - Discovery Education Coach- mentor and model STEAM lessons for Innovate Team
  - Utilize STEAM funds for real-world lessons and resources
  - PLC discussions on common STEAM lessons
  
3. Instructional/technology-based resources:
  - Moby Max, Coach/iReady ELA and Math workbooks, Scholastics/Science Spin/StoryWorks magazines
  - Freckle- online
  - Study Island/ Exact Path

- Materials for science experiments
- Intervention/progress monitoring materials
- Computers/technology hardware

4. Family engagement activities with resources to support academic achievement at home:  
-Food/refreshments and educational resources for families for use at home (Virtual platform)

5. Opportunities for students to connect science content to real-world applications- following CDC guidelines:

- Field trips
- Hands-on activities
- Guest speakers
- Select students- Lego League, Odyssey of the Mind, Space Camp

**Person Responsible** Beth Mosley (mosleyv@santarosa.k12.fl.us)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Area of Focus: Component with greatest gap when compared to the state average: 2019 FSA ELA Learning Gains in the Lowest 25% (HNIS: 47%, state: 53%, -6% below state)

Rationale:Of the seven categories that comprise the school's grade, two categories were below the state average: ELA Learning Gains in the Lowest 25% (HNIS: 47%, state: 53%) and Math Learning Gains in the Lowest 25% (HNIS: 41%, state: 51%). Although Math Learning Gains in the Lowest 25% shows the greatest gap to the state average, it is also the lowest component addressed above. Therefore, ELA Learning Gains in the Lowest 25% will be a secondary focus area.

**Measurable Outcome:** Holley-Navarre Intermediate's goal is for at least 50% of students in the lowest ELA quartile to make learning gains on the 2020 FSA ELA.

**Person responsible for monitoring outcome:** Beth Mosley (mosleyv@santarosa.k12.fl.us)

Explicit, Systematic Instruction  
 Explicit components:  
 -Clearly identifies the skills or concepts to be learned.  
 -Connects the new content to previous learning.  
 -Gives precise instructions.  
 -Models concepts or procedures in a step-by-step manner and includes “think alouds”— the teacher verbalizing his or her thought process while demonstrating the concept or procedure.  
 -Provides opportunities to practice, using the following scaffolded instruction sequence:

**Evidence-based Strategy:** Guided practice - Students and the teacher work problems together, with the students gradually solving more of the problem.  
 -Independent practice - Students work independently or in small groups to solve problems.  
 -Encourages the student to verbalize the strategy he is using to solve the problem and his reasons for doing so.  
 -Offers specific feedback about correct and incorrect actions, followed by time to correct errors; includes reteaching and clarifying instructions.  
 -Checks for and promotes maintenance  
 Resouce: The IRIS Center Peabody College, Vanderbilt University, Nashville, TN 37203 iris@vanderbilt.edu

**Rationale for Evidence-based Strategy:**

The rationale for using this strategy is due to the proven positive benefits of increasing student achievement for students across multi-grade levels and with diverse groups of students, including students with disabilities (SWD students) and ELL students. SWD and ELL students are subgroups that are targeted to ensure growth at the county and school-site level.

This evidence-based strategy benefits all students and will increase academic gains on the 2021 FSA in the areas of proficiency, learning gains, and learning gains for the lowest 25%.

**Action Steps to Implement**

1. Professional development:

- Subs for county training/school-based "data days"
- Quarterly "Seahawk Walks" for teachers- peer observation
- Horizontal and vertical PLCs
- 2020 Florida Council of Teachers of Mathematics conference
- Conferences for administrators
- Book studies
- District staff-provided PD/mentoring
- STEAM training

2. After-school tutoring:

- Funding for tutors- Fall and Spring (12-14 sessions each)
- Progress monitoring material

3. Instructional/technology-based resources:

- Moby Max, Coach/iReady, Scholastic/Science Spin/StoryWorks
- Freckle- online
- Study Island/Exact Path
- Intervention/progress monitoring materials- AIS/intervention teacher
- ELA short reads
- Computers/technology hardware

4. Family engagement activities/resources for academic achievement and additional student opportunities:

- Event food/refreshments and educational resources for families(Virtual platform)
- Critical thinking experiences- utilizing CDC guidelines:
  - a. Word Masters Challenge (gifted students)
  - b. Lego League (gifted students)
  - c. Odyssey of the Mind
  - d. Stipend for OM coaches

5. Allocated staffing and master schedule- maximize classroom instruction and support:

- Co-teaching classrooms
- Paraprofessionals paired with dual-certified teachers
- AIS (1); Intervention teacher- Tier II/Tier III support

**Person Responsible**

Beth Mosley (mosleyv@santarosa.k12.fl.us)

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**1. Create a positive and safe school environment - HNIS administration and school staff will work diligently to provide a safe and positive learning environment for all students. All staff will follow school based safety procedures as well as district safety procedures. Safety protocols were clearly communicated to staff through a "Safety Packet" and PowerPoint reviewed and distributed to all staff during pre-planning, and are given to all substitutes. Safety protocols were mailed to parents. A detailed plan is posted on the school website. Safety protocols and updates are discussed at every School Advisory Council meeting. Adjustments to health and safety protocols will continue to be re-evaluated as conditions are monitored by the school, district, state health department, and the CDC.**

**2. Assess students early to identify areas of concerns & implement aligned interventions to close academic gaps. During the first month of school, Renaissance STAR Benchmark assessments will be administered to every student. This assessment data will be carefully analyzed to identify academic learning gaps and determine the appropriate instructional needs for struggling students. In addition, other assessment measures may be used to drill down to identify specific areas of concerns if needed. Interventions will be delivered by an interventionist or teacher based on students' instructional needs through an explicit and systemic approach. Students will receive intervention in a differentiated small group setting. These interventions are fluid and students will be progress monitored and reassessed as needed to ensure interventions are working and academic gaps are closing.**

**3. Provide rigorous classroom instruction - Teachers will use core curriculum on a daily basis and following school designed pacing guides for ELA and Science and district designed pacing guide for Math to for prepare students for grade level state assessments. Robust and standards-based instruction at Tier 1 is crucial.**

**4. Implement Positive Behavior Intervention Supports (PBIS) Initiatives - Continue to implement the school-wide PBIS program to support school-wide behavior expectations (S.O.A.R High at HNI). Teach and reinforce the current PBIS Matrix which includes expectations in the following areas: classroom, hallway, restroom, cafeteria, recess/playground, and bus. Each month, one student from each class will be chosen as the PBIS Model Seahawk Student of the Month by demonstrating a leadership trait of the month. Based on discipline data, our PBIS Model has rewards in place for behavior in the cafeteria (Seahawk Cafeteria Table of the Month), on the bus (Seahawk Bus of the Month), and in the hallways (ICU tickets). HNIS will continue to support academic growth by promoting positive behavior to extinguish negative behavior.**

**5. Provide support & resources for increased family engagement - HNIS will continue to encourage parental involvement and increase home to school communication. We will work to provide parents with appropriate and timely communication regarding schoolwide events so they can plan ahead. We will also offer virtual opportunities and provide materials/supplies to support learning at home which reinforces standards. We will communicate via newsletters, call outs, emails, school website and social media posts. Events for the 2020-2021 school year include the following (in a virtual platform or limited face-to-face following CDC guidelines) Meet & Greet, Open House, Volunteer Orientation, Boosterthon Fun Run, STEAM Family Night, and Literacy Night. Great consideration will be given for how each of these events will be handled to ensure we follow all safety guidelines and protocols while accommodating and supporting the needs of our families.**

## Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

During these uncertain times due to COVID-19, communication is a top priority this school year as new protocols, procedures, and policies are in place to ensure our students and staff stay healthy. Information is relayed weekly through the School Messenger call-out system, our school's FaceBook page and website, the electronic marquee, and a monthly Principal's Newsletter.

Holley-Navarre Intermediate School (HNIS) plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students by including 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. HNIS' Title I Program includes an initiative to increase parent involvement in their child's education, provides training to parents in an effort to assist their children at home so that they can be successful at school. The Title I Program provides funding for teacher professional development and classroom materials for teachers to effectively meet the individual needs of their students, provide differentiated instruction, and provide tutoring for targeted students beyond the regular school day.

Title I budget and the Parent and Family Engagement Plan are standing agenda items on all School Advisory Council (SAC) meetings. At the end of each year, we focus on a review of our year's activities and work with our SAC to give feedback on all Family Engagement activities and the Title I Compact Agreement.

A virtual Title I meeting will be conducted during Open House. Information is disseminated that addresses Parents Right to Know, Compact agreement, SPAR report, SIP report, the Parent Resource Center, and Title I funding information.

### **Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.