Santa Rosa County School District

HOLLEY-NAVARRE INTERMEDIATE



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jennifer Diebolt

dieboltj@santarosa.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Per Santa Rosa County Schools-Elementary School Assistant Principal-HR Job Description:

- Coordinate all aspects of elementary curriculum.
- Coordinate faculty, year level and individual teacher’s planning, as assigned.
- Assist teachers in interpreting and implementing the District’s curriculum.
- Coordinate, as assigned, research related to curriculum development.
- Recommend curriculum adjustments to meet the special learning needs of individual children.
- Assist teachers in organizing classrooms for effective learning.

• Implement and schedule the standardized testing program when assigned.
• Establish and maintain a system of school-wide textbook accountability.
• Schedule and plan in-service programs and prepare required reports.
• Work with the media specialist in adapting and improving the use of media in the school.
• Participate in proposed and on-going curriculum development projects.
• Serve, at the direction of the Principal, as advisor and special consultant to probationary employees.
• Coordinate the grade placement and grouping of children.
• Assist the Principal in planning and carrying out staff and parent curriculum meetings.
• Serve as the administrative representative on the school's MTSS Team.
• Complete special assignments assigned by the Principal.
• Assume building supervisory responsibility in the absence of the Principal.
• Maintain high visibility within all areas of the facility and assist teachers in maintaining discipline.
• Assist in the supervision of all school activities and programs.
• Supervise students in order to maintain a safe and orderly environment.
• Assist the Principal in planning and implementing the school improvement program.
• Assist the Principal and other staff in maintaining a clean and safe school plant.
• Assist in the selection, supervision and evaluation of all school personnel.
• Prepare such records and reports as the Principal may assign.
• Perform other incidental tasks consistent with the goals and objectives of this position.

Leadership Team Member #2

Employee's Name
Heather Daniel

danielh@santarosa.k12.fl.us

Position Title
3rd Grade Teacher

Job Duties and Responsibilities

Per Santa Rosa County Schools-Elementary Teacher-HR Job Description:
• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.
• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.

• Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/ her personal means of transportation.
• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.
• Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.
• Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.
• Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies.
• Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility.
• Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
• Instructs students for the purpose of improving their success in academics through a defined course of study.
• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.
• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.
• Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district.
• Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
• Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
• Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/ personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.
• Implements the school’s and district’s philosophy of education and instructional goals 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, cocurricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.
• Establishes and maintains cooperative relations with students, faculty, staff, and parents.
• Assumes the responsibility to maintain a valid Florida teacher’s certificate.

Leadership Team Member #3

Employee's Name
Lyndee Riggins

rigginsl@santarosa.k12.fl.us

Position Title
4th Grade Teacher

Job Duties and Responsibilities

Per Santa Rosa County Schools-Elementary Teacher-HR Job Description:
• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.
• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.

• Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/ her personal means of transportation.
• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.
• Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.
• Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.
• Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies.
• Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility.
• Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
• Instructs students for the purpose of improving their success in academics through a defined course of study.
• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.
• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.
• Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district.
• Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
• Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
• Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/ personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.
• Implements the school’s and district’s philosophy of education and instructional goals 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, cocurricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.
• Establishes and maintains cooperative relations with students, faculty, staff, and parents.
• Assumes the responsibility to maintain a valid Florida teacher’s certificate.

Leadership Team Member #4

Employee's Name
Kayla Stanford

stanfordk@santarosa.k12.fl.us

Position Title
5th Grade Teacher

Job Duties and Responsibilities

Per Santa Rosa County Schools-Elementary Teacher-HR Job Description:
• Plans, organizes, and prepares for classes assigned and presents documented evidence of preparation upon request of immediate supervisor.
• Demonstrates and differentiates methods required to perform classroom and/or subject specific assignments for the purpose of providing an effective program that addresses individual student requirements.
• Prepares a variety of written materials (e.g. grades, lesson plans following scope and sequence, correspondence with parents and students, examinations and quizzes, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.

• Meets and instructs assigned classes in the locations and at the times designated. If required to work at more than one location, must provide his/ her personal means of transportation.
• Provides for appropriate supervision of students and manages student behavior for the purpose of providing a safe and optimal learning environment.
• Counsels students regarding academic needs, health status, appropriate behavior, problem solving, personal needs, and a variety of other concerns for the purpose of improving social and academic performance.
• Monitors students in a variety of educational environments (e.g. classroom, cafeteria, playground, school grounds, hallways, restrooms, field trips, etc.) for the purpose of providing a safe and positive learning environment.
• Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, harassment, zero tolerance offenses etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to state law and board policies.
• Employs a variety of instructional techniques, methods and materials which are appropriate to the needs and capabilities of the students and are consistent to the assigned teaching responsibility.
• Directs assistant teachers, student teachers, instructional assistants, volunteers and/or student workers for the purpose of providing an effective classroom program and addressing the needs of individual students.
• Instructs students for the purpose of improving their success in academics through a defined course of study.
• Responds to student, faculty and parental inquiries for the purpose of achieving overall student, school and family success.
• Supports other classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.
• Administers and develops subject specific assessments for the purpose of assessing student competency levels and/or developing individual learning plans as required by the school district.
• Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
• Assesses student progress towards learning targets, objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
• Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
• Attends and participates in faculty meetings, grade level meetings, collaborative planning activities, professional learning, and other school/ personal growth opportunities for the purpose of improving student outcomes through personal improvement and school improvement.
• Implements the school’s and district’s philosophy of education and instructional goals 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, cocurricular activities, and other collaborative all day or partial day assignments for the purpose of meeting the needs of all learners including learners with disabilities/differences/other languages.
• Establishes and maintains cooperative relations with students, faculty, staff, and parents.
• Assumes the responsibility to maintain a valid Florida teacher’s certificate.

Leadership Team Member #5

Employee's Name
Sara Frassetti

frassettis@santarosa.k12.fl.us

Position Title
Success Coach

Job Duties and Responsibilities

Per Santa Rosa County Schools-Success Coach, Elementary- HR Job Description:
• Assists in the registration and placement of students.
• Works cooperatively with school counselor.
• Oversees the provision of career development activities for students.
• Provides appropriate consultation with parents on all issues related to student success.
• Provides appropriate consultation and staff development to school personnel as needed.
• Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students. • Tracks attendance and develop appropriate truancy intervention plans.
• Assists with referrals to other service providers and outside agencies.

• Facilitates Integrated Services Team meetings.
• Develops 504 plans and health care plans as needed.
• Maintains access to current information regarding community resources.
• Organizes community service projects.
• Assists with the coordination of district and state-mandated assessments and provides assistance in the interpretation of results to parents, students, and other school staff.
• Provides or assists with student orientation.
• Consults with school personnel on issues regarding student discipline.
• Assists in the orientation of new faculty and staff members.
• Assists with parent/teacher conferences as requested.
• Assists with the overseeing of the proper maintenance of student records as required by applicable policies, regulations, and procedures.
• Attends and participates in faculty meetings.
• Accepts responsibility for extra-curricular activities as assigned.
• Attends professional meetings and staff development activities.
• Maintains a valid Florida teacher's certificate.
• Provides own method of transportation to various locations when required.
• Performs other tasks and responsibilities as assigned by the principal

Leadership Team Member #6

Employee's Name
Emily Gill

gille@santarosa.k12.fl.us

Position Title
Guidance Counselor

Job Duties and Responsibilities

Principle Duties and Responsibilities:
• Assists in the registration and placement of students.
• Provides classroom guidance activities that address character education, multi-cultural awareness, and conflict resolution to all students.
• Provides personal, social, behavioral, and/or academic counseling to identified individuals or small groups.
• Oversees the provision of career development activities for students.
• Administers initial screenings and coordinates the referral process for identification and placement of students with special needs.
• Provides appropriate consultation with parents on all issues related to student success.
• Provides appropriate consultation and staff development to school personnel as needed.

• Consults and collaborates with teachers, staff, and parents in understanding and meeting the needs of students.
•Tracks attendance and develops appropriate truancy intervention plans.
• Assists with referrals to other service providers and outside agencies.
• Facilitates Integrated Services Team meetings.
• Develops 504 plans and health care plans as needed.
• Maintains access to current information regarding community resources.
• Organizes community service projects.
• Coordinates district and state-mandated assessments and provides assistance in the interpretation of results. to parents, students, and other school staff.
• Provides or assists with student orientation.
• Evaluates the guidance program on a continuing basis.
• Consults with school personnel on issues regarding student discipline.
• Assists in the orientation of new faculty and staff members.

Leadership Team Member #7

Employee's Name
Allison Buffington

buffingtona@santarosa.k12.fl.us

Position Title
Media Specialist

Job Duties and Responsibilities

Principle Duties and Responsibilities:
• Organizes and implements an open-concept media program which fully supports the educational goals and objectives of the school.
• Supports curriculum through cooperative planning and consultation with faculty and administration.
• Creates and facilitates an appropriate atmosphere of educational innovation and accepts leadership responsibilities for new directions in educational development.
• Instructs small and large groups in sequential information retrieval skills.
• Teaches lessons with specific objectives defined by and in cooperation with individual teachers.
• Provides guidance in selection, location, utilization and evaluation of print and non-print materials and in technology.
• Furnishes reading guidance for patrons with unique needs and encourages all patrons to adopt lifelong reading interests.
• Maintains continuing knowledge and awareness of new technologies and how they impact the curriculum and instruction.
• Conducts ongoing formal and informal faculty In-service in the field of technology.

• Trouble shoots malfunctioning equipment.
• Evaluates, selects, and orders print and non-print materials, and removes those no longer usable.
• Establishes circulation procedures which assure maximum availability of resources to all patrons.
• Initiates and directs management procedures for Media Center, including supervision of clerical routines and maintenance of all records relating to collection management.
• Prepares and submits all required reports for Media Center usage and activities.
• Formulates and administers Media Center budget.
• Supports professional organizations at district, state and national levels.
• Evaluates and restructures media program, as needed, soliciting input from total school population.
• Ensures professional growth through attendance at seminars, conferences, and university courses, and through extensive professional reading.
• Assumes the responsibility to maintain a valid Florida teacher's certificate.
• Performs other tasks and/or responsibilities as assigned by the principal.
• Provides own method of transportation to various locations when required.

Leadership Team Member #8

Employee's Name
Heather Butler

butlerh@santarosa.k12.fl.us

Position Title
Bookkeeper

Job Duties and Responsibilities

• Maintain files of activities relating to school internal funds
• Perform detailed clerical and bookkeeping duties for school internal funds
• Coordinate with school personnel, students and vendors concerning account status
• Prepare reports as needed or requested for the school and/or appropriate school personnel
• Maintain status of internal budget during the year
• Issue purchase orders and keep record of purchases
• Collect and receipt money from school activities in accordance with proper procedures
• Make bank deposits in accordance with proper procedures
• Reconcile monthly bank statements in a timely manner
• Maintain and input computer information regarding internal funds activities
• Perform monthly and year-end close-outs
• Perform related clerical and secretarial duties as required or assigned. (Duties do not include clinic duty, bus duty, hall duty, lunch duty, or textbook inventory)

Leadership Team Member #9

Employee's Name
Tracie Wood

woodt@santarosa.k12.fl.us

Position Title
ESE Inclusion Teacher

Job Duties and Responsibilities

Principle Duties and Responsibilities (Essential Functions):
• Collaborates with other teachers in full inclusion classrooms, instructional staff, other school personnel, parents and a variety of community agencies and accommodates, for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans that support of the school improvement plan.
• Collaborates with other teachers in full inclusion classrooms non-instructional staff to administer subject specific assessments, etc. for the purpose of assessing student competency levels and/or developing individual learning plans.
• Provides instruction to students for the purpose of improving their success in academic, interpersonal and daily living skills through a defined course of study.
• Responds to inquiries from a variety of sources (e.g. other teachers, parents, administrators, etc.) for the purpose of resolving issues, providing information and/or direction.
• Supports classroom teachers for the purpose of assisting them in the implementation of established curriculum and/or individual student plans.
• Assesses student progress towards objectives, expectations, and/or goals (e.g. behavioral, motor development and communication skills, academic needs, vocational abilities, etc.) for the purpose of providing feedback to students, parents and administration.
• Monitors and manages student behavior, reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of providing and maintaining personal safety of students, providing a safe, positive learning environment and adhering to state and federal laws and school board policies.
• Participates in a variety of meetings, including Individual Education Plan (IEP) for the purpose of conveying and/or gathering information required to promote students' educational, physical, and social/emotional development.
• Prepares a variety of written materials (e.g. adaptive materials, grades, attendance, anecdotal records, Individual Education Plans, behavior logs, etc.) for the purpose of documenting student progress and meeting mandated requirements.
• Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing

classroom goals in the home environment.
• Responds to emergency situations, if nurse is not available, first aid and assistance to medically fragile children (e.g. tube feeding, toileting, diapering, etc.) to resolve immediate safety concerns and/or directing to appropriate personnel for resolution, for the purpose of providing appropriate care for children as assigned.
• Directs paraprofessionals for the purpose of providing an effective classroom program and addressing the needs of individual students.
• Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Leadership Team Member #10

Employee's Name
Elizabeth Ann Thompson

thompsone@santarosa.k12.fl.us

Position Title
Principal

Job Duties and Responsibilities

Per Santa Rosa County-Elementary School Principal-HR Job Description:
• Manage and administer the overall instructional program at the assigned school.
• Manage and administer the overall activities of assessing and developing the instructional program at the assigned school.
• Manage and administer the selection of textbooks, materials and equipment needed at the assigned school.
• Manage and administer the accreditation program for the assigned school
• Actively participate, as requested, in the development and adoption of district assessments, textbooks and curriculum programs.
• Participate, as requested, in the development of District guides related to instruction and personnel.
• Participate, as requested, in the development and adoption of the District's assessment program.
• Manage and administer the assessment program for the school.
• Manage and supervise the wise use of personnel resources.
• Manage, supervise and evaluate personnel.
• Manage the implementation and administration of negotiated employee contracts at the school level.
• Manage and administer the development of long and short-range instructional and facility needs.
• Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school.
• Manage and administer the maintenance functions for the school in a manner that ensures

maximum life and use of facility.
• Coordinate facility and support service requirements with appropriate district offices.
• Coordinate and supervise the transportation services at the assigned school.
• Manage the discipline of students on buses, including statutory provisions for suspension.
• Maintain a high visibility within all areas of the facility.
• Establish guidelines for proper student conduct and effective disciplinary procedures and policies.
• Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies.
• Manage and supervise the function of financial planning for the school, including the preparation of the school's budget.
• Manage and supervise, through wise use, the financial resources of the school.
• Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment, and services.
• Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds.
• Manage and administer the preparation of financial reports for the school.
• Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process.
• Manage and administer through statute and District guidelines, the school food service program.
• Develop and maintain positive school/community relations and act as liaison between the two.
• Be proactive in decisions relating to school and community well-being.
• Use effective positive interpersonal communication skills.
• Actively participate in the recruitment of business partnership to benefit the school community.
• Assign and supervise special tasks to school personnel.
• Assign to teachers such responsibility and authority for student control as deemed appropriate.
• Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

On May 12th, the final HNIS SAC Meeting for the school year was held to review the 2026 PM3

student assessment data, the success of the 2025-2026 HNIS SIP, and to discuss and take input for the 2026-2027 HNIS SIP. Proposed focus areas discussed include enhanced ELA instruction to improve students' achievement, increased alignment of learning goals and tasks to meet the rigor of the standards taught, and the continuation of the PBIS House System as a proactive means to decreased discipline referrals.

On May 29, 2026, the HNIS Leadership Team and Committee Chairs met and discussed the results of the 2026 ELA and Math PM3 assessments and participated in the creation of the 26-27 HNIS Activities Calendar. The proficiency levels for students on the 2026 PM3 assessments were discussed and focus areas of the 2025-2026 HNIS SIP were reviewed. Possible areas of focus for the 2026-2027 SIP were mentioned. (The Leadership Team consists of a representative from each grade level including the ESE staff, Ed Support staff, Special Areas' staff, Intervention, our Media Specialist, and Guidance.)

In an effort to get more input from staff, a Forms Survey was sent on June 3, 2026, with the 2026 PM3 proficiency levels for ELA and Math attached. Staff members were asked to give suggestions for improvement in both academic areas as well as in the area of climate and culture for input regarding the Focus Areas for the 26-27 HNIS SIP. Five responses were received and reviewed for input for the SIP.

On July 16th, the proposed HNIS 26-27 SIP was emailed to all staff members for review and additional input opportunities. Several staff members reviewed the plan ad provided feedback.

The HNIS Leadership Team met on Monday, July 20, 2026, for another discussion regarding input for the 26-27 SIP. The specifics (proficiency and learning gains) of the 2026 PM3 data were discussed as well as the proposed focus areas and goals. It was also noted that HNIS is an ATSI school with a Federal Index of 36 for Students With Disabilities (SWD). This number should be at least 41 for all subgroups of students. Plans for improvement in the greatest areas of need were discussed and staff members provided input into a plan moving forward.

On August 3, 2026, PM3 data, barriers to student achievement, and proposed focus areas for improvement will be discussed with staff members. Time for discussion and input for the 2026-2027 SIP will be allotted. The 2026-2027 SAC members will meet on August 25th to discuss the data, goals, and possible barriers as well. Parents as well as representatives from each grade level, Ed Support, and Administration are included on SAC. All families are invited to attend SAC meetings which are advertised on Facebook, our website, and through school-wide callouts. These two meetings provide leadership team members, teachers, school staff, parents, and community members to give input into the creation of the 2026-2027 SIP.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Students will complete PM1 and PM2 FAST assessments prior to completing PM3 testing in May 2027. Data will be analyzed and discussed with teachers after each assessment to determine strengths and areas for improvement as well as instructional strategies to be implemented to best improve the academic achievement of students. STAR Reading and Math assessments will be utilized in between the FAST assessments to provide an additional layer of data to monitor students' progress. Progress Learning assessments will be utilized as additional progress monitoring tools and for digital instructional programs. ESE push-in teachers will collaborate and analyze data with classroom teachers, interventionists, and the MTSS committee to best support the achievement of ESE students. The progress of ELL students will be monitored by the ESOL Liaison, their ESOL teachers, and administration on a quarterly basis to ensure that prescribed accommodations are met and academic growth is increasing. Teachers delivering Tier III instruction will have their students complete STAR Reading assessments on a monthly basis to monitor the progress of Tier III reading students. This data will be shared with classroom teachers and the MTSS committee to determine the success of interventions and to drive needed additions or changes to students' PMPs. Administration will provide grade-level data days following PM1 testing (around September) and following PM2 testing (around January) to discuss students' academic progress and assessment data. Administration, in coordination with district personnel, will conduct bi-monthly data meetings/chats with classroom teachers during their designated PE times to monitor students' progress. 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 meetings will be to review the 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. The effectiveness of the SIP will be monitored through discussions during each SAC meeting as well. As needed, the SIP will be revised to address specific areas of need as demonstrated through the analysis of the progress monitoring data.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **3-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**50.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: A** **2023-24: A** **2022-23: A** **2021-22: B**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment				221	211	241				673
Absent 10% or more school days				16	28	23				67
One or more suspensions				8	7	13				28
Course failure in English Language Arts (ELA)				5	9	3				17
Course failure in Math				4	13	3				20
Level 1 on statewide ELA assessment				44	39	27				110
Level 1 on statewide Math assessment				25	43	27				95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				45	40	28				113
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)				10	15	0				25

Current Year 2026-27

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				18	25	12				55

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				10	0	0				10
Students retained two or more times				1						1

Prior Year (2025-26) As Last 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	
School Enrollment				213	212	238				663
Absent 10% or more school days				13	25	20				58
One or more suspensions				6	5	11				22
Course failure in English Language Arts (ELA)				10	2	1				13
Course failure in Math				6	1	1				8
Level 1 on statewide ELA assessment				42	25	39				106
Level 1 on statewide Math assessment				47	22	25				94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)				24	33	19				76
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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				18	15	10				43

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				11	3	1				15
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	62	64	62	67	64	59	67	64	57
Grade 3 ELA Achievement	59	68	61	68	63	59	67	65	58
ELA Learning Gains	59	59	63	60	60	60	63	61	60
ELA Lowest 25th Percentile	57	50	58	54	54	56	61	54	57
Math Achievement*	70	69	66	75	67	64	72	68	62
Math Learning Gains	66	62	64	71	60	63	62	61	62
Math Lowest 25th Percentile	45	42	50	60	41	51	46	48	52
Science Achievement	66	59	62	63	57	58	62	59	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	63		56	61

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	484
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	67%	63%	66%	59%	63%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	36%	Yes	1	
English Language Learners	50%	No		
Asian Students	85%	No		
Black/African American Students	54%	No		
Hispanic Students	59%	No		
Multiracial Students	50%	No		
White Students	63%	No		
Economically Disadvantaged Students	56%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	62%	59%	59%	57%	70%	66%	45%	66%					
Students With Disabilities	23%	18%	50%	51%	39%	51%	33%	24%					
English Language Learners	41%	43%	42%	36%	59%	65%	50%	60%					
Asian Students	86%		70%		93%	90%							
Black/African American Students	52%	50%	53%		58%	58%							
Hispanic Students	52%	42%	60%	54%	66%	67%	61%	67%					
Multiracial Students	53%	50%	51%	64%	56%	53%	29%	40%					
White Students	67%	64%	60%	57%	74%	67%	41%	70%					
Economically Disadvantaged Students	56%	53%	53%	59%	63%	61%	47%	57%					

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	67%	68%	60%	54%	75%	71%	60%	63%					83%
Students With Disabilities	32%	32%	51%	53%	44%	60%	53%	37%					
English Language Learners	40%	25%	59%	55%	48%	65%							83%
Asian Students	81%		71%		88%	79%							
Black/African American Students	69%	60%	69%		69%	63%		38%					
Hispanic Students	55%	39%	60%	48%	60%	71%	58%	46%					82%
Multiracial Students	64%	80%	56%	40%	66%	63%	46%	64%					
White Students	70%	72%	60%	58%	79%	73%	61%	68%					
Economically Disadvantaged Students	63%	63%	63%	60%	67%	68%	65%	52%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%	67%	63%	61%	72%	62%	46%	62%					
Students With Disabilities	31%	34%	47%	60%	40%	45%	35%	35%					
English Language Learners	45%		53%		36%	33%		30%					
Asian Students	86%				86%								
Black/African American Students	53%	60%	38%		73%	57%							
Hispanic Students	62%	70%	57%	55%	64%	49%	26%	48%					
Multiracial Students	69%	59%	69%	67%	74%	63%	58%	67%					
White Students	69%	66%	65%	64%	74%	65%	48%	64%					
Economically Disadvantaged Students	58%	59%	59%	62%	64%	55%	45%	51%					

E. 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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	58%	68%	-10%	60%	-2%
ELA	4	57%	64%	-7%	60%	-3%
ELA	5	69%	64%	5%	61%	8%
Math	3	67%	73%	-6%	66%	1%
Math	4	62%	70%	-8%	65%	-3%
Math	5	77%	65%	12%	62%	15%
Science	5	66%	59%	7%	60%	6%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement for the 2026 PM3 assessments is ELA Learning Gains of the Lowest 25% at 57% (+3% from 2025). Since all Tier III interventions were delivered by reading endorsed or micro-credentialed paraprofessionals under the direct supervision of a reading endorsed instructor, this allowed classroom teachers more time to focus on Tier I instruction and Tier II interventions as needed. Two separate data days were held with each grade level with emphasis on data analysis, Student-Led Academic Teaming, and improvement of ELA instruction. Also, "in-school tutors"- three subs with designated schedules to provide assistance with struggling students- were hired from January through May.

5th grade science PM3 achievement scores also increased 3% from the 2025 testing session. Achievement scores improved from 63% to 66% in 2026. A possible factor in this growth may be attributed to the district-created interim assessments given in each 5th grade classroom that was utilized to highlight areas of strength and necessary growth areas for each group of students. Also, an emphasis on ELA instruction may have better prepared these students for the rigor of the informational reading passages provided on the science assessment.

Lowest Performance

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

The data component that showed the lowest performance for the 2026 PM3 test session is Math Learning Gains of the Lowest 25% at 45% (-15% from 2025). Even though Math Learning Gains for the overall student population were 66% and the "on grade-level and above" performance was 70%, the learning gains in the lower quartile of students was low. During the 2024-2025 school year, the lower quartile of students scored 60% in learning gains on PM3, and the overall learning gains in math for HNIS students were 71%. The 3rd grade cohort's PM3 Math achievement scores from 2024-2025 "on grade-level and above" were 71%. When in 4th grade, this cohort of students' achievement scores decreased to 62% during the 2025-2026 school year. A contributing factor to this drop in learning gains among the lower quartile of HNIS students as well as the decrease in the "on grade-level and above" scores in the mentioned cohort of students may have been due to the lack of

a dedicated math interventionist and the increased focus on ELA and science instruction and professional development.

Greatest Decline

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

The data component that showed the greatest decline from the 24-25 school year to the 2026 PM3 test session is Math Learning Gains of the Lowest 25% at 45% (-15% from 2025). Even though Math Learning Gains for the overall student population were 66% and the "on grade-level and above" performance was 70%, the learning gains in the lower quartile of students dropped significantly from 60% in 2025 to 45% in 2026. A contributing factor to this drop in learning gains among the lower quartile of HNIS students as well as the decrease in the "on grade-level and above" scores in the mentioned cohort of students may have been due to the lack of a dedicated math interventionist and the increased focus on ELA and science instruction and professional development.

Greatest Gap

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 data components which had the greatest negative gap between the achievement of HNIS students and students across the State are the ELA and Math achievement scores of our 4th grade students. In both areas, this cohort of students achieved "at or on grade-level" scores which were 3% below the State's average. In ELA achievement, the State's average was 60% with 4th grade HNIS students achieving 57%, and in Math, the State's average was 65% with 4th grade HNIS students achieving 62%. A possible factor in this gap could be a restructuring of the 4th grade PLCs this year to include a major focus on the creation of engaging science lessons rather than a focus on the regular data analysis from previous years focused on ELA and Math instruction and achievement.

EWS Areas of Concern

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

From the EWS data, 67 of our 673 students (10%) were absent 10% or more during the school year. When looking at the achievement scores on the PM3 ELA and Math assessments, 16% (110 put of 673) of HNIS students scored a Level 1 in ELA and 14% (95 out of 673) scored a Level 1 in Math. Upon further analysis, 20 of the 67 students with a 10% or more absence rate scored a Level 1 on one or both of the PM3 ELA and Math assessments. It appears that excessive absences may be a contributing factor in the decreased academic achievement of these students. We will continue to strive to improve students' attendance through our House System which is grounded in PBIS.

Highest Priorities

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

1. Focus on implementation of rigorous, standards-aligned learning and learning scales in all classrooms

2. Focus on ELA instructional practices and increased student achievement

3. Focus on ELA and math achievement for Students With Disabilities (SWD)

4. Positive Culture and Environment focus: PBIS- School houses/communities to improve student discipline and attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

HNIS students demonstrated the following achievement rates on the 2026 PM3 FAST assessments: ELA- 62% (-5% from 2025), Math- 70% (-5 from 2025), and Science- 66% +3% from 2025). Learning gains in ELA across the student population were 59% (-1% from 2025) while learning gains achieved in math were 66% (-5% from 2025). In the Lower 25% of the HNIS student population, ELA learning gains were 57% (+3% from 2025); however, learning gains in math among the lower quartile of students were 45% (-15% from 2025). Benchmark-aligned instruction is a process for planning, delivering, monitoring, and improving expectations clearly defined in academic content standards which provide the basis for content in instruction and assessment. Learning outcomes for all students, especially the Lower 25% of students in the area of math will increase as they are increasingly exposed to targeted and rigorous benchmark-aligned instruction.

As HNIS focuses on strengthening the rigor and alignment of Tier I instruction, as well as interventions, increased student achievement will move the team closer to the goal of being an "A" school. This "A" school status will ultimately assist in keeping Santa Rosa County an "A" district as well.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Short Term: FAST data will reflect a minimum of 70% of students "on grade-level and above" in all content areas and a 60% rate of learning gains in reading and math among the lower quartile of students by the end of the 2026-2027 school year. This improvement in students' achievement will move HNIS closer to an overall score of 65 points in the pursuit of regaining our "A" school status and will help to ensure that Santa Rosa County remains an "A" district with an overall score of 70 points.

Long Term: FAST data will reflect a minimum of 72% of students "on grade-level and above" in all

content areas and a 62% rate of learning gains in math among the lower quartile of students by the end of the 2027-2028 school year. This improvement in students' achievement will move HNIS closer to an overall score of 65 points in the pursuit of "A" school status and will help to ensure that Santa Rosa County remains an "A" district with an overall score of 70 points.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

HNIS administration will conduct regular classroom walkthroughs/observations and provide feedback to teachers. As needed, lesson plans will be reviewed and feedback will be provided to teachers for improvement. Each new teacher will have a mentor and a pod of peers to facilitate common planning processes and data analysis PLCs. Bi-monthly data analysis/instructional strategies discussions, in the areas of ELA and math, will be held with all teachers in conjunction with administration and district personnel. The Leadership Team will meet monthly and grade level peers will meet twice a month to discuss data trends and to adjust instructional practices as needed.

Person responsible for monitoring outcome

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

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

In order to increase benchmark-aligned instruction in classrooms, we will effectively implement the Marzano Focused Teacher Evaluation Model framework which "provides a methodology to support teacher growth as teachers make instructional shifts necessary to support students in rigorous, standards-based classrooms" (1). The model draws upon data from field research and validation studies, couples with findings from the extant literature on rigorous, standards-based instruction (2). (1) https://www.marzanocenter.com/wp-content/uploads/sites/4/2018/10/MC06-14-FTEMWhitePaper-1-16-18-Digital-4.pdf (2) https://www.marzanocenter.com/wp-content/uploads/sites/4/ 2019/04/FTEM Updated Michigan 08312017.pdf

Rationale:

Explicit, standards-aligned instruction ensures students have the opportunity to access the targeted grade level expectations. The Marzano Focused Teacher Evaluation Model is supported by wide research and demonstrates significantly increased student growth scores (1). The model is comprised of four domains directly tied to student achievement, two, Standards-Based Planning and Standards-Based Instruction, explicitly align to the Area of Focus. (1) https://www.marzanocenter.com/wpcontent/uploads/sites/4/2019/04/FTEM Updated Michigan 08312017.pdf

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
1. Grade-level planning sessions

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Weekly, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Grade chairs, with the support of administration, will facilitate grade-level planning sessions and provide support on how to develop benchmark-aligned lessons.
-Stipends will be provided for mentor teachers who will support colleagues with planning and grading during long-term absences.

Action Step #2
2. Planbook- digital planning tool

Person Monitoring:
Jennifer Diebolt, Assistant Principal

By When/Frequency:
On-going throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Planbook has been purchased for all teachers to access in order to better facilitate collaboration among peers and communication with parents.

Action Step #3
3. Expectation that teachers incorporate student-led academic teaming (SLAT) in their instructional practices.

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
On-going throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers and administrators will continue to learn about the importance of student teaming in relation to students' academic achievement and problem-solving skills. The expectation is that teachers will continue to implement this instructional practice as they learn more about the process. Since most staff members were trained in SLAT strategies during the past few school years, new teachers and those who did not participate in the training will be offered the opportunity for the 2026-2027 school year. SLAT kits will be provided to each classroom for use with this expectation.

Action Step #4
4. Grade-level PLCs

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Grade-level PLCs will meet twice a month to discuss students' data and instructional strategies in order to strengthen instructional delivery.

Action Step #5
5. Monthly Leadership Meetings

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Monthly- from Preplanning 2026-2027 throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The HNIS Leadership Team will meet monthly to review any trends in observation data, classroom walkthrough data, lesson plans, and feedback from coaches to adjust instructional strategies as needed.

Action Step #6
6. Professional development for instructional staff to include enhancement of instructional strategies in all subject areas through the use of the Marzano Focused Teacher Evaluation Model.

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
On-going throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Seahawk Walks" for teachers- peer observation (quarterly or as needed)
-Conferences and workshops for teachers (as available)
-Conferences for administrators (as available)
-Book studies/PLCs focused on literacy, classroom management, behavior, and student-led academic teaming (SLAT)(The Power of Student Teams)
-District staff-provided PD/mentoring; "Train the Trainer" on B.E.S.T. Standards, textbook trainings, instructional practices/strategies, Marzano Focused Teacher Evaluation Model, SLAT, etc.
-Training on the use of available Hands to Mind math manipulatives (Tier II)
-Training on the use of available Do the Math intervention materials (Tier II)
-Training on the use of iReady materials for Tier III math intervention

Action Step #7
7. Data review meetings/"data days"

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
On-going throughout the year- bi-weekly, monthly, and each semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Bi-monthly data discussions, in subjects of ELA and math, with each teacher, administrators and/or district personnel, during PE times to discuss the Lower 25% students and other students who may be struggling academically
-Subs for county training/school-based "data days" (each semester)
-Data PLCs among peer teachers (twice a month)
-Grade-level data discussions (monthly)
-Bi-monthly MTSS meetings to discuss students' progress
-Approved materials will be utilized for reading and math interventions (reading: UFLI, Voyager Passport, SIPPs, and other state/district materials; math: iReady Curriculum Matters materials, and other state/district approved materials).
- Substitutes for 3rd grade teachers will be provided for data meetings with parents in regards to student's progress and possible 3rd grade retention.

Action Step #8
8. Observations, Rigor Walks, and Look and Learns

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-School administrative team will observe classrooms throughout the school and meet to review trends in observation data from Rigor Walks and Look and Learns.
-Trends from data will be shared regularly with staff members in efforts to increase the effectiveness and rigor of instructional practices throughout the school.

Action Step #9
9. Instructional/technology-based resources to assist in explicit systematic instruction

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Ongoing, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Student laptops (one-to-one in all classrooms)/technology and charging carts
-Houghton Mifflin Harcourt- Into Reading reading materials for Tier I and Tier II instruction
-Supplemental materials such as Performance Coach, iReady workbooks, or other research-based supplemental resources
-Computer-based reading instructional materials (i.e. Study Island, Beanstack, iReady, Progress Learning)
-Intervention/progress monitoring materials and supplies (to include paper, folders, pens, dry erase markers, dry erase boards, toner and/or ink)
- Reading interventionists
-Support with math intervention as possible
-Math intervention materials to include iReady Curriculum Matters
-ELA Short Reads
-Phonics for Reading for supplementary use with Tier I
-SIPPS 95%
- Multisyllable Phonics Chips kit and/or Multisyllable Routine Cards/Phonics Lesson Library for Tier III Instruction
-Florida Test Prep practice Books
-Voyager Passport Tier III reading intervention
-UFLI resources for Tier II and Tier III instruction
-Standards-based ELA lessons delivered by Media Specialist during classroom rotations
-SLAT classroom kits
-Supplies for poster printer to create learning target/scales for classroom instruction
-Books provided to each student to promote reading at home and in school (Book Fair, Scholastics book orders)

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2026 PM3 FAST ELA achievement levels, HNIS students demonstrated lower achievement levels in the area of ELA as compared to math. Overall school ELA achievement results were 62%(-5% from 2025) as compared to 2025 FAST ELA achievement results of 67%. ELA learning gains, across the HNIS student population in 2026, were 59% (-1% from 2025) as compared to 60% in 2025. Since ELA achievement directly impacts achievement in all subject areas, improving ELA achievement and learning gains among all students at HNIS will remain a priority.

As HNIS focuses on strengthening ELA instructional practices, in both classroom instruction and intervention lessons, increased student achievement will move the team closer to the goal of being an "A" school. This "A" school status will ultimately assist in keeping Santa Rosa County an "A" district as well.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Short Term: Since 62% of students achieved ELA "on grade-level and above" scores on the 2026 PM3 FAST assessment, Holley-Navarre Intermediate's goal is for 70% of all HNIS students to achieve "on grade-level and above" scores and 60% of students to achieve learning gains on the 2027 ELA PM3 FAST statewide assessment. This improvement in students' achievement will move HNIS closer to an overall score of 65 points in the pursuit of regaining our "A" school status and will help to ensure that Santa Rosa County remains an "A" district with an overall score of 70 points.

Long Term: 72% of students will achieve "on grade-level and above" scores, and 62% of students will achieve learning gains on the 2028 ELA PM3 FAST statewide assessment. This improvement in students' achievement will move HNIS closer to an overall score of 65 points in the pursuit of "A" school status and will help ensure that Santa Rosa County remains an "A" district with an overall score of 70 points.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This Area of Focus will be progress-monitored throughout the 2026-2027 school year through the use of data from the FAST statewide progress monitoring assessment which will be administered three times throughout the school year. Data from the assessments will be discussed with teachers during grade-level "data days" scheduled for September and January. STAR ELA tests will be

performed at six-weeks/quarterly intervals to assist reading interventionists and teachers as they provide necessary interventions to ensure students' academic success. STAR progress monitoring scores will provide valuable data as the academic progress of the lower quartile of HNIS students is assessed. Review of Progress Monitoring Plans (PMPs) and Individualized Education Plans (IEPs) will be conducted as well. MTSS meetings occur every 3 weeks to address academic and behavioral concerns that impact student achievement. Bi-monthly data chats with teachers will monitor the progress of the lowest quartile of HNI students and any struggling students within all classrooms. At the end of the school year, student performance on the final FAST assessment will be analyzed to determine achievement of this goal.

Person responsible for monitoring outcome
Ann Thompson, Principal

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Explicit, systematic instruction will be utilized to increase the ELA proficiency of HNIS students. This type of instruction clearly identifies the skills or concepts to be learned and connects the new content to previous learning. As the teacher gives precise instructions and models concepts or procedures in a step-by-step manner, students are able to hear the teacher as he or she verbalizes thought processes while demonstrating the concept or procedure. This instruction provides opportunities to practice, using the scaffolded instruction sequence of guided practice and independent practice. Students are encouraged to verbalize the strategies they use to solve problems with the reasoning behind the choices of chosen strategies as well. The teacher offers specific feedback about correct and incorrect actions, with time to correct answers and to allow for progress monitoring and maintenance. (Hattie's Effect Size: 0.57) Resource: The IRIS Center Peabody College, Vanderbilt University, Nashville, TN 37203 iris@vanderbilt.edu

Rationale:
The rationale for using explicit, systematic instruction is due to the proven positive benefits of increasing student achievement for students across multi-grade levels and with diverse groups of students, including students with disabilities (SWD students) and ELL students. SWD and ELL students are subgroups that are targeted to ensure growth at the county and school-site level. This evidence-based strategy benefits all students, including our lowest quartile, and will increase academic proficiency on the 2027 ELA FAST progress monitoring assessment- PM3.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1
1. Professional development to improve explicit, systematic instruction

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Monthly, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Subs for county training/school-based "data days" (2nd and 3rd Quarters)
-Data PLCs among peer teachers (twice a month)
-Grade-level data discussions (monthly)
-"Seahawk Walks" for teachers- peer observation (as needed)
-Conferences and workshops for teachers (as available)
-Conferences for administrators (as available)
-Book studies- literacy, classroom management, PLCs on behavior, PLCs focused on student teaming
- SLAT- (The Power of Student Teams)
-District staff-provided PD/mentoring
-Rigor Walks; Look and Learns- observations of classrooms
-Substitutes will be provided for paraprofessionals/teacher assistants for professional development opportunities which will assist them in supporting Tier I instruction of students more efficiently.

Action Step #2
2. Instructional/technology-based resources to assist in explicit systematic instruction

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Ongoing, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Student laptops (one-to-one in all classrooms)/technology and charging carts
-Houghton Mifflin Harcourt- Into Reading reading materials for Tier I and Tier II instruction
-Supplemental materials such as Performance Coach, iReady workbooks, or other research-based supplemental resources
-Computer-based reading instructional materials (i.e. Study Island, Beanstack, iReady, Progress Learning)
-Intervention/progress monitoring materials and supplies (to include paper, folders, pens, dry erase markers, dry erase boards, toner and/or ink)
- Reading interventionists
-ELA Short Reads
-Phonics for Reading for supplementary use with Tier I
-SIPPS 95%
- Multisyllable Phonics Chips kit and/or Multisyllable Routine Cards/Phonics Lesson Library for Tier III Instruction
-Florida Test Prep practice Books
-Voyager Passport Tier III reading intervention
-UFLI resources for Tier II and Tier III instruction
-Standards-based ELA lessons delivered by Media Specialist during classroom rotations
-SLAT classroom kits
-Supplies for poster printer to create learning target/scales for classroom instruction
-Books provided to each student to promote reading at home and in school (Book Fair, Scholastics

book orders)

Action Step #3

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

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Ongoing, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Media Night events: Family library nights; informational events
-Event food/refreshments and educational resources/materials for families(Virtual and/or in-person platform)
- STEAM Night, Literacy Night, An Evening with the Arts and Literacy and/or Math, 3rd Grade Parent Night, and others
-New World Reading Initiative: This provides free high-quality books to K-5 students with a substantial reading deficiency or who scored below a Level 3 on the preceding year's statewide ELA assessment and training materials for parents of students participating in the initiative
-Reading/Math instructional support nights- materials and supplies to be provided; books (books from Book Fair or Scholastics book order as examples) provided for students when possible
-Stipends for teachers and/or ed support staff to assist with parent and family engagement events centered around academic support of students
-K Bit assessment kits to be utilized by Guidance Counselor to assess academic needs of students

Action Step #4

4. Allocated staffing and master schedule- maximize classroom instruction and support

Person Monitoring:
Jennifer Diebolt, Assistant Principal

By When/Frequency:
Ongoing, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-ESE push-in teachers: all Reading Endorsed and will help deliver Tier III instruction as needed
-Micro-credentialed paraprofessional will deliver Tier III interventions under the direction of a reading endorsed teacher.
-Paraprofessionals assisting dual-certified teachers during Tier I instruction
-Intervention teachers: Tier III/Tier II support in reading (Reading Endorsed teachers)
-Reading blocks for all grade levels will be scheduled before the class's daily designated lunch time.
-Tier III reading intervention times will be scheduled on master schedule for each classroom.
-Extra personnel- Success Coach/Interventionist and Paraprofessional- will be hired using Title I funds to provide additional student support.

Action Step #5

5. Tutoring for targeted students- "in-school" tutoring during regular school hours

Person Monitoring:
Sara Frassetti, Success Coach

By When/Frequency:
Prior to 2027 PM3 FAST testing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Funding for tutors- beginning 2nd semester for "in-school tutoring"
-Instructional/Progress monitoring material
-iReady workbooks or other approved instructional resources

Action Step #6

6. Observations, Rigor Walks, and Look and Learns

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Ongoing, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-School administrative team will observe classrooms throughout the school and meet to review trends in observation data from Rigor Walks and Look and Learns.
-Trends from data will be shared regularly with staff members in efforts to increase the effectiveness and rigor of instructional practices throughout the school.

Action Step #7
7. Data review/"Data Days"

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Bi-monthly, each semester, and throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Bi-monthly ELA data discussions with each teacher, administrators and/or district personnel, during PE times to discuss the Lower 25% students and other students who may be struggling academically
-Subs for county training/school-based "data days" (each semester)
-Data PLCs among peer teachers (twice a month)
-Grade-level data discussions (monthly)
-Bi-monthly MTSS meetings to discuss students' progress

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the review of the 2025-2026 school data, the ESSA subgroup of Students with Disabilities (SWD), was below the Federal Index of 41%. The overall Federal Index for SWD students on the 2026 PM3 FAST assessment was 38% with the area of ELA achievement at 23% and the ELA achievement of 3rd grade students, in particular, at 18%. Math achievement for these students was at 39% with Math Learning Gains in the Lower 25% being 33%. Students with SWD also struggled in science proficiency as demonstarted by the 24% achievement rate. In efforts to improve the ELA, math,a nd science achievement in the SWD subgroup of students, small group instruction with targeted, explicit instruction with rigorous expectations will be a focus.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Short Term: 26-27 PM3 FAST data will reflect that students with disabilities (SWD) will achieve a Federal Index rating of 41%.

Long Term: 27-28 PM3 FAST data will reflect a Federal Index rating of 43% in students with disabilities (SWD).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

HNIS administration will conduct regular classroom walkthroughs/observations and provide feedback to teachers. As needed, lesson plans will be reviewed and feedback will be provided to teachers for improvement. Each new teacher will have a mentor and a pod of peers to facilitate common planning processes. The Leadership Team will meet monthly and grade level peers will meet twice a month to discuss trends and adjust as needed. Rigor Walks will be completed by administration and district personnel to assess trends in instructional practices to be shared with staff members in order to increase the efficacy of instruction.

Person responsible for monitoring outcome

Ann Thompson, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

According to The IRIS Center at Peabody College, Vanderbilt University, Small Group Instruction is an evidence-based strategy characterized by explicit teaching. This approach focuses on delivering specific concepts or procedures in a highly structured and systematically sequenced manner. Resource: The IRIS Center Peabody College, Vanderbilt University Nashville, TN 37203 Email: iris@vanderbilt.edu

Rationale:

Learning Science research has shown that small-group learning (when compared to competitive and individualistic learning) improves academic achievement, relationships with classmates and faculty, and promotes psychological well-being. The Journal on Excellence in College Teaching (Johnson et.al., 2014).

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

1. Grade-level planning sessions

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Weekly, throughout the school year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Grade chairs (including ESE Push-In Teachers), with the support of administration, will facilitate grade-level planning sessions and provide support on how to develop benchmark-aligned lessons.

Action Step #2

2. Professional development to improve explicit, systematic instruction

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Monthly throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-Bi-monthly data discussions with teachers, interventionists, and ESE push-in teachers during PE times to discuss the Lower 25% students and other students who may be struggling academically
-Subs for county training/school-based "data days" (each semester)
-Data PLCs among peer teachers (twice a month)
-Grade-level data discussions (monthly)
-"Seahawk Walks" for teachers- peer observation (as needed)
-Conferences and workshops for teachers (as available)
-Conferences for administrators (as available)
-Book studies- literacy, classroom management, PLCs on behavior, and PLCs focused on student teaming
- SLAT-District staff-provided PD/mentoring

Action Step #3

3. Allocated staffing and master schedule- maximize classroom instruction and support

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Ongoing, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

-ESE push-in teachers: all Reading Endorsed and will help deliver Tier III instruction as needed
-Paraprofessionals assisting dual-certified teachers during Tier I instruction
-Intervention teachers: Tier III/Tier II support in reading (Reading Endorsed teachers)
-Micro-credentialed paraprofessional will deliver Tier III interventions under the direction of a reading endorsed teacher
-Reading blocks for all grade levels will be scheduled before the class's daily designated lunch time.
-Tier III reading intervention times will be scheduled on master schedule for each classroom.
-Tier III math intervention times will be scheduled on master schedule for each classroom.
-Tier II reading and math intervention times will be scheduled on master schedule for each classroom.

Action Step #4

4. Observations, Rigor Walks, and Look and Learns

Person Monitoring:
Ann Thompson, Principal

By When/Frequency:
Ongoing, throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-School administrative team will observe classrooms throughout the school and meet to review trends in observation data from Rigor Walks and Look and Learns.
-Trends from data will be shared regularly with staff members in efforts to increase the effectiveness and rigor of instructional practices throughout the school.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Upon review of the HNIS 2025-2026 data, student Office Discipline Referrals (ODRs) decreased to 156 (-15) from 171 during the 2024-2025 school year. A total of 28 Out of School Suspensions (OSS) were reported during 2025-20526 which is a decrease (-7) from the 35 incidents from the 2024-2025 school year. Even though the Out-of-School Suspensions were less than the previous year, this resulted in a total of 40 days of lost instruction for the students involved. This is an improvement from the 50 days missed during the 2025-2026 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Last year, the goal of 120 or fewer ODRs was not met, and the goal of 25 or fewer Out-of-School Suspensions was also not met. Referrals did decrease by 15, and the OSS days did decrease by 7. We will continue to work with our House System as improvements in our discipline data continue to be realized.

Short Term: Students' discipline data will improve to a total of 120 or fewer referrals with 25 or fewer Out-of-School Suspensions at the end of the 2026-2027 school year.

Long Term: Students' discipline data will improve to a total of 90 or fewer referrals with 15 or fewer Out-of-School Suspensions at the end of the 2027-2028 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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

Person responsible for monitoring outcome
Jennifer Diebolt (dieboltj@santarosa.k12.fl.us)

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

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

Rationale:
To achieve new layers of belonging in the HNIS family for students and staff, school houses/ communities will enable all to interact and collaborate with stakeholders who would otherwise remain unfamiliar. "Utilizing a house system in schools connects students independent of grade level, allowing older students to develop into leadership roles. House activities and competitions encourage students to come together to support and cheer one another on while having fun. Students who struggle in the classroom can also benefit from being a part of a house, particularly when behaviors are the focus instead of grades. House groups also enable students to develop socially and emotionally, reinforcing the concepts taught as part of an SEL curriculum." (1) As the school culture thrives, students and staff will become more invested in being present and accountable for the success of all students. (1) ttps://www.pbisrewards.com/blog/using-pbis-rewards-house-system/

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
1. Implementation of the guidelines and procedures for the houses/communities will be facilitated through the PBIS/House Committee. This information will be reviewed with staff during Pre-Planning sessions and will be reintroduced to students during the first few weeks of school.

Person Monitoring:
Emily Gill (gille@santarosa.k12.fl.us)

By When/Frequency:
Ongoing throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
- Expectation and awarding of points will be reviewed.
- Quarterly meetings of houses/communities will be determined with STEAM and Resiliency Florida Initiative-based activities planned for each
meeting.
-Resiliency Florida Initiative materials/resources will be shared with families.
-Reward activities will be arranged. This will be monitored through discipline discussions at PBIS and leadership meetings.

Action Step #2
2. All new staff members will be sorted into houses/communities during Pre-Planning 2026-2027 sessions. All new students will be sorted into houses/communities during the first two weeks of school.

Person Monitoring:
Emily Gill (gille@santarosa.k12.fl.us)

By When/Frequency:
Ongoing throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
As students enter the school, they will be placed in a House. Students will be sorted using colored wristbands designating their specific houses. The spreadsheet of each house's members will be maintained through the PBIS/House Committee.

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

Person Monitoring:
Emily Gill (gille@santarosa.k12.fl.us)

By When/Frequency:
Ongoing throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Discipline data will be shared with various stakeholders during meetings- SAC, Leadership, grade-level meetings, and PBIS/House Committee meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

On May 29, 2026, the HNIS Leadership Team met and discussed the current results of the 2026 PM3 ELA, Math, and Science PM3 assessments. The proficiency levels were discussed, and focus areas of the 2025-2026 HNIS SIP were discussed. Possible areas of focus for the 2026-2027 SIP were mentioned; however, these were discussed again once all grade levels of students were tested. On May 12th, the final HNIS SAC Meeting for the school year was held to review the 2026 PM3 student assessment data, the success of the 2025-2026 HNIS SIP, and to discuss and take input for the 2026-2027 HNIS SIP. Proposed focus areas discussed include enhanced ELA instruction to improve students' achievement, increased alignment of learning goals and tasks to meet the rigor of the standards taught, and the continuation of the PBIS House System as a proactive means to decreased discipline referrals.

On July 20, 2026, a discussion of students' data, barriers, areas of focus, and action steps for the 2026-2027 SIP was conducted with the HNIS Leadership Team. Input was taken from participants at this meeting for additions/revisions to the plan. Once the SIP is approved by the School Board, it will be shared on our webpage, https://hni.santarosaschools.org/en-US, and a copy will be placed in the Title I Notebook in our Parent Resource Center in the front office of the school. A call-out via our districtwide Apptegy (Rooms) app will inform parents of this information. Our Meet & Greet/Title I Meeting will be conducted on August 6, 2026. Title I information and SIP information will be shared with parents through a video composed by the principal and assistant principal.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

At HNIS, we stress teamwork and collaboration with our families. This year through the Apptegy app (Rooms), we will send regular call-outs to families each Sunday evening to review upcoming events and important information. Our focus for the use of Title I funds will be to improve the academic achievement of each student in our school. Our goal is to support parents while promoting the academic and social-emotional needs of these students. During our Meet & Greet/Title I Meeting, we will engage parents in the annual meeting that explains important Title I information including our family engagement events such as Open House, Literacy Night, STEAM Night, An Evening with the Arts and Literacy and/or Math, and others. Throughout the year, we will schedule parent engagement events for our students' families to support parents in assisting their children with academic needs-especially in the area of literacy. Instructional resources will be purchased for our students including laptops to provide 1:1 technology capability. After-school tutoring or "in-school Tutoring" for targeted students will be offered before PM3 FAST testing in the areas of ELA and/or Math, and teachers will be provided professional development throughout the year to improve instructional strategies to improve students' achievement. In August, parents will be invited to participate on our SAC as elected representatives or as visiting stakeholders at all meetings. Meeting notices and agendas will be posted on our webpage at least seven days in advance of the meetings, and SAC members will receive reminder emails as well. Our Parent and Family Engagement Plan will be created with input from our stakeholders at SAC meetings and Leadership meetings, and it will be posted on our webpage at https://hni.santarosaschools.org/en-US. A copy of the document will also be placed in our Parent Resource area located in our front office area.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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

will focus on instructional practice specifically relating to ELA. The achievement scores of HNIS students in the area of ELA (62%) were lower than the achievement scores in the area of math (70%). Improving students' ability to read and analyze text will improve their achievement levels in math and science as well. 5th grade science scores increased from 63% achievement in the 2024-2025 school year to 66% achievement this past school year. As we focus on our ELA instruction, the emphasis will be on the reading and analysis of informational text and academic vocabulary to enhance instruction in science. There will be a focus on professional development for teachers to improve use of instructional strategies in each classroom with a goal to improve students' achievement in ELA and math, and instructional resources, including student laptops, will be purchased to supplement whole group instruction and intervention support. "In-school" tutoring for targeted students in the area of ELA and/or math will also be offered prior to PM3 FAST testing.

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

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

HNIS has a full time CDAC mental health counselor, a guidance counselor, a success coach, two military (MFLAC) counselors, a behavior paraprofessional, a school psychologist, and one reading interventionist to support students emotionally, behaviorally, and academically to enhance students' success in the classroom. We also utilize a Threat Management Team to support students who exhibit self-harm tendencies or threatening behaviors toward others.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

HNIS implements Positive Behavior Intervention and Supports (PBIS) for all students during Tier 1 instruction. If a student accumulates six office discipline referrals or six days of out of school suspension, we create a behavior monitoring plan (BMP) to provide Tier 2 interventions to the student. We monitor students with a BMP at monthly behavior MTSS meetings. If students are not successful with a Tier 2 intervention, we create a Behavior Consult Application for the district to come out and consult for Tier 3 interventions.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Administrators, the interventionist, ESE push-in teachers, and the Media Specialist meet each semester with each grade level to analyze and discuss data and instructional strategies. These meetings consist of analyzing data and providing professional development for areas of need. Professional development is also provided through PLCs, grade level meetings, and other opportunities throughout the school year for ELA, Math, Science, Social Studies, and/or behavior as needed. We have a core subject lead that shares out professional learning opportunities that come from the district. The leads share out the information as it provided by the district to ensure that our teachers have ample opportunity for professional growth. This year, continued focus on professional development of student-led teams will occur. Administrators, a Literacy Coach, and a Teacher on Special Assignment for Math will implement regular thirty-minute data chats with all teachers (during PE times) to discuss core subject assessment data, instructional practices, and the academic progress of the Lower 25% students and any other struggling students.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Twice a year, the administrators meet with district personnel to review the current SIP and the progress made towards the outlined goals within the focus areas. Student data performance, instructional needs, and barriers to these goals are discussed. The school's Leadership Team and Grade-Level Teams meet monthly to discuss students' data and needs, resource effectiveness, and instructional strategies to ensure alignment with the SIP goals. The SAC meets quarterly to review progress and to get input from parents and staff members. Input from parents and staff plays an important role in decisions made regarding the purchase and management of instructional resources as well as progress monitoring towards established goals.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Throughout the year, instructional resources aligned with the SIP will be purchased with funding through the school-based budget, internal funds, and Title I. Professional development will be provided to teachers to address growth areas in instructional delivery as student data is progress monitored. Individual grade-level "Data Days" will be held each semester, and bi-monthly data and instructional strategies PLCs will be held during each teacher's PE block with district personnel (Literacy Coach and TSA in Math) to increase students' achievement. Focus will be on small group instruction and intervention blocks to ensure that all students, especially students with disabilities, receive the academic support required. Student achievement data will be monitored and shared with stakeholders to determine the effectiveness of resources and strategies and to determine if adjustments to the plan are necessary.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00