

Santa Rosa County School District

WEST NAVARRE PRIMARY SCHOOL



2025-26 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

Our mission is to love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement

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

Deanna Blalock

blalockd@santarosa.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Responsible for establishing clear vision, planning and communicating effectively, connecting and growing others, and ensuring follow through on projects and activities. To oversee the day to day operation of the school, including but not limited to, implementation of MTSS, monthly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring attendance and early warning systems, and progress towards SIP Goals.

Leadership Team Member #2

Employee's Name

Lauren Goodin

GoodinL@santarosa.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Assists principal with overseeing day to day operation of the school, including but not limited to, implementation of MTSS, monthly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring attendance and early warning systems, and progress towards SIP Goals.

Leadership Team Member #3

Employee's Name

Amy Minot

MinotA@santarosa.k12.fl.us

Position Title

School Counselor

Job Duties and Responsibilities

Assists principal with overseeing day to day operation of the school, including but not limited to, implementation of MTSS, monthly PLC meetings with data analysis, ensuring the safety and security of the campus, monitoring attendance and early warning systems, and progress towards SIP Goals.

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.

West Navarre Primary involves various stakeholders in developing its School Improvement Plan (SIP). This includes the school-based leadership team, which consists of grade-level and department teachers and educational support staff, as well as business, parent, and community leaders in our School Advisory Council.

Together, these groups review progress monitoring and attendance data to identify areas of need and

develop targeted improvement strategies. The school-based leadership team uses stakeholder input to create the plan, which is then presented to the SAC for revision and approval. After incorporating any necessary revisions, the final plan is submitted to the Santa Rosa County School Board for approval.

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)).

The SIP will be monitored regularly to ensure effective implementation and its impact on student achievement in meeting State academic standards. This will involve:

- Conducting classroom walkthroughs
- Monitoring student progress through Star testing and our school-based MTSS framework for academics and attendance
- Reviewing professional learning community minutes and staff feedback
- Gathering parental and community input through periodic surveys and SAC/PTO feedback

Data will be shared and discussed with the school leadership team monthly and reviewed with the district leadership team once per semester. Based on input from various stakeholders, adjustments will be made in collaboration with school and district leadership teams.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-2
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	49.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: A 2022-23: 2021-22: 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	208	199	195							602
Absent 10% or more school days	40	34	20							94
One or more suspensions	0	1	2							3
Course failure in English Language Arts (ELA)	0	0	4							4
Course failure in Math	0	0	4							4
Level 1 on statewide ELA assessment	23	33	29							85
Level 1 on statewide Math assessment	35	27	23							85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	7	16	13							36
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0							0

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	16	14							30

Current Year 2025-26

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	3	3	1							7
Students retained two or more times										0

Prior Year (2024-25) 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	
Absent 10% or more school days	1	23	37							61
One or more suspensions		3	3							6
Course failure in English Language Arts (ELA)			3							3
Course failure in Math			2							2
Level 1 on statewide ELA assessment	10	27	21							58
Level 1 on statewide Math assessment	43	14	22							79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	6	10							18
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 (2024-25) 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	19	7	13							39

Prior Year (2024-25) 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	5	5	3							13
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 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**	
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†
ELA Achievement*	68	64	59	70	64	57		62
Grade 3 ELA Achievement	69	63	59	75	65	58		64
ELA Learning Gains	58	60	60	65	61	60		
ELA Lowest 25th Percentile	48	54	56	60	54	57		
Math Achievement*	73	67	64	77	68	62		68
Math Learning Gains	62	60	63	65	61	62		
Math Lowest 25th Percentile	43	41	51	47	48	52		
Science Achievement	63	57	58	69	59	57		57
Social Studies Achievement*			92					54
Graduation Rate								
Middle School Acceleration								
College and Career Acceleration								
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	63		56	61	50	77	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**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)

2024-25 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						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	66%	50%	67%	82%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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	38%	Yes	1	
English Language Learners	53%	No		
Asian Students	63%	No		
Black/African American Students	52%	No		
Hispanic Students	60%	No		
Multiracial Students	62%	No		
White Students	62%	No		
Economically Disadvantaged Students	57%	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.

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.
All Students	68%	69%	58%	48%	73%	62%	43%	63%		
Students With Disabilities	31%	32%	44%	48%	40%	39%	39%	28%		
English Language Learners	43%		57%		61%	50%				
Asian Students	68%		50%		74%	58%				
Black/African American Students	39%		40%		57%	73%				
Hispanic Students	62%	59%	58%	42%	70%	68%	50%	70%		
Multiracial Students	76%	81%	52%	40%	74%	50%		61%		
White Students	69%	69%	59%	54%	74%	63%	43%	65%		
Economically Disadvantaged Students	63%	59%	58%	54%	66%	56%	46%	56%		

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	70%	75%	65%	60%	77%	65%	47%	69%					
Students With Disabilities	37%	45%	50%	44%	41%	50%	41%	29%					
English Language Learners	58%	55%	64%		67%	57%							
Asian Students	80%		70%		87%	70%							
Black/African American Students	45%	55%	55%	50%	71%	70%		42%					
Hispanic Students	60%	66%	54%	60%	69%	52%	21%	74%					
Multiracial Students	73%	71%	69%	60%	81%	80%	70%	71%					
White Students	72%	79%	67%	60%	78%	65%	49%	71%					
Economically Disadvantaged Students	60%	67%	62%	54%	68%	58%	49%	59%					

2022-23 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 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students													50%
English Language Learners													50%
Economically Disadvantaged Students													55%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Math	3	* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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?

In Kindergarten reading, 60% of students were proficient, surpassing the statewide average of 56%. In 1st grade reading, 63% were proficient, above the state average of 58%. For 1st grade math, 71% were proficient, exceeding the state average of 62%. In 2nd grade reading, 68% demonstrated proficiency, higher than the state average of 51%. We also met or exceeded the district average in all subjects and grade levels. Our emphasis was on student engagement and instruction aligned with benchmarks.

Lowest Performance

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

Kindergarten math continues to be a concern. Proficiency increased from 43% in the 2023-2024 school year to 49% in the 2024-2025 school year. However, this remains below both the state and district averages, marking it as our lowest-performing grade level. Contributing factors include assessments that test higher-level math skills than our kindergarten standards and the rigor of instruction in kindergarten math.

Greatest Decline

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

Our 1st grade Star reading scores showed a significant decline, with an 11% decrease in proficiency. Notably, 11 out of 17 schools in our district experienced a drop in 1st grade reading performance. The primary factor contributing to this decline appears to be the field test questions on the Spring assessment. While these questions were not included in the scoring, they distracted students because of the new requirement to manipulate the screen, which was not previously necessary.

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.

Our kindergarten math proficiency is at 49%, compared to the state average of 54%. Over the past

two years, we have observed a consistent gap in our kindergarten math scores relative to both the state and district. Contributing factors may include the rigor of kindergarten math instruction and alignment with benchmark standards.

EWS Areas of Concern

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

Our Early Warning System (EWS) data shows that West Navarre Primary's attendance is at 93.69%, exceeding the 90% target. This is an important focus area for improvement, as it affects the highest number of students in each grade level.

Highest Priorities

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

1. Instructional practices aligned with benchmarks.
2. Instructional practices focused on student engagement.
3. Positive culture and environment centered on the Early Warning System, emphasizing student 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 Student Engagement

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.

In all grade levels, we will emphasize student collaboration and problem-solving through student-led teaming. This approach enhances student achievement and engagement, improves behavior, and fosters a growth mindset. Academic teaming ensures all students have access to rigorous core instruction and effective support, promoting equity for diverse populations (Toth & Sousa, p.1).

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.

West Navarre Primary students will achieve scores above the district and state averages on the FAST progress monitoring assessment, with a minimum 10% increase in proficiency across all grade levels and subject areas

Monitoring

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

School Administration Review Process

- Lesson plans will be reviewed quarterly to provide support and feedback on student-led teams.
- Professional development on Student-Led Academic Teaming will be offered, alongside ongoing professional learning to enhance implementation and student engagement.
- Administration will conduct bi-weekly classroom walkthroughs in all grades to monitor student-led teaming.
- The leadership team and grade level teams will meet monthly to review trends and make necessary adjustments.

Person responsible for monitoring outcome

Deanna Blalock

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:

To enhance student engagement, we will promote collaboration through the full implementation of student-led academic teams in all classrooms, utilizing Defined Learning as a platform. Research in neuroscience indicates that collaborative brains are often more effective at problem-solving than individual efforts (Toth & Sousa, p. 70) (1) The Power of Student Teams by Michael D. Toth and David A. Sousa (2019).

Rationale:

Student-led academic teaming is an instructional model that enhances learning for all students. Engagement increases as students share their ideas, respectfully challenge each other's thinking, and deepen their understanding. (Toth & Sousa, p. 1) (1) The Power of Student Teams by Michael D. Toth and David A. Sousa (2019)

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

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

Person Monitoring:

Deanna Blalock

By When/Frequency:

Monthly

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

The leadership team will meet to review trends in observation data, classroom walkthroughs, lesson plans, assessment data, and feedback from teachers and interventionists to make necessary adjustments.

Action Step #2

Teachers will implement strategies from the Marzano Focused Teacher Evaluation Model, specifically within the Conditions for Learning domain to increase active participation, motivation, and cognitive engagement during instruction.

Person Monitoring:

Deanna Blalock

By When/Frequency:

Monthly

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

Professional development will be provided on high yield engagement strategies. Leadership will

provide targeted feedback during rigor walkthroughs and observations focused on engagement strategies. Teachers will reflect on their practice through coaching conversations and PLCs.

Area of Focus #2

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.

Benchmark-aligned instruction involves planning, delivering, monitoring, and enhancing lessons based on clearly defined academic content standards. These standards guide both instruction and assessment. By focusing on explicit, benchmark-aligned instruction, educators can enhance learning outcomes for all students.

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.

West Navarre Primary students will achieve scores above the district and state averages on the FAST progress monitoring assessment, with a minimum 10% increase in proficiency across all grade levels and subject areas

Monitoring

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

School Administration Review Process

- School administration will evaluate lesson plans quarterly to offer support and feedback to teachers.
- Instructional coaches and Marzano-trained teachers will participate in professional learning community meetings and common planning to enhance explicit, intentional instruction.
- Administration will conduct biweekly classroom walkthroughs across all grades to assess instruction delivery and rigor.
- Data from these observations will be shared school-wide to identify trends and make necessary adjustments.

Person responsible for monitoring outcome

Deanna Blalock

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:

To enhance benchmark-aligned instruction, we will implement the Marzano Focused Teacher Evaluation Model and conduct Rigor Walks. This framework supports teacher growth as they make necessary instructional shifts for creating rigorous, standards-based classrooms.

Rationale:

Explicit, standards-aligned instruction provides students with access to grade-level expectations. The Marzano Focused Teacher Evaluation Model, backed by extensive research, shows significant improvements in student growth scores. This model includes four domains linked to student achievement, with two—Standards-Based Planning and Standards-Based Instruction—directly aligning to the Area of Focus.

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

Instructional coaches and school administration will lead grade-level professional learning focused on rigorous, benchmark-aligned instruction at the standards' taxonomy level.

Person Monitoring:

Deanna Blalock

By When/Frequency:

Monthly

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

The instructional leadership team will meet to review trends in observation data, classroom walkthroughs, lesson plans, and feedback from interventionists. This data will be shared school-wide to identify trends and determine the support needed for instructional improvements.

Action Step #2

Teachers will utilize grade-level and subject-area pacing guides to ensure instruction is aligned to state benchmarks and standards, supporting consistency and equity across classrooms.

Person Monitoring:

Deanna Blalock

By When/Frequency:

Monthly

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

Teachers will reference pacing guides during lesson planning and collaborative planning sessions. Instructional leadership team will monitor alignment through lesson plan reviews, classroom walkthroughs, and PLC discussions.

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.

Our Students with Disabilities subgroup performed below the 41% threshold on statewide assessments, identifying West Navarre Primary as an ATSI school. Data indicates a need to strengthen Tier I instruction, targeted interventions, and progress monitoring to close the achievement gap for SWD.

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.

Increase the percentage of students with disabilities demonstrating proficiency on statewide ELA and Math assessments by at least 10 percentage points by the end of the 2025-2026 school year.

Monitoring

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

- Review of progress monitoring data (Lexia, STAR math and reading data, state-aligned benchmarks)
- IEP goal tracking
- Walkthrough and coaching logs
- Attendance and participation in MTSS/IEP meetings

Person responsible for monitoring outcome

ESE Support Facilitator, School Administration, MTSS Team

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:

Implement and monitor collaborative problem solving and inclusive instruction, with a focus on:
 -Differentiated, standards-based instruction in core subjects -High-quality, data-driven research based interventions -Frequent progress monitoring and use of data to adjust instruction -Inclusion-based instructional practices with co-teaching support

Rationale:

Explicit, standards-aligned instruction provides students with access to grade-level expectations. The Marzano Focused Teacher Evaluation Model, backed by extensive research, shows significant improvements in student growth scores. This model includes four domains linked to student achievement, with two—Standards-Based Planning and Standards-Based Instruction—directly aligning to differentiated instruction, progress monitoring, and intervention support.

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

Provide professional development, strengthen Tier I instruction, monitor SWD progress, and increase family engagement.

Person Monitoring:

ESE Support Facilitator, School Administration,
 MTSS Team

By When/Frequency:

Monthly

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

1. Provide professional development, in specially designed instruction, accommodations, and inclusion best practices for general and special education teachers. 2. Strengthen Tier I instruction through common planning, standards-based resources, and fidelity checks. 3. Monitor SWD progress through data team meetings, ensuring interventions are adjusted as needed. 4. Increase family engagement through goal-setting meetings, IEP progress communication, and tools like the Focus portal.

Action Step #2

Leadership will conduct focused classroom walkthroughs using a SWD lens to ensure instructional strategies and accommodations are being implemented effectively.

Person Monitoring:

Deanna Blalock

By When/Frequency:

Monthly

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

The instructional leadership team will meet to review trends in SWD progress monitoring data, classroom walkthroughs, and lesson planning. This data will be shared school-wide to identify trends

and determine the support needed for instructional improvements.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

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.

West Navarre Primary will prioritize attendance improvement based on our Early Warning System data. This focus aligns with the Santa Rosa County School District's Strategic Plan goal of fostering learning environments with high expectations and active engagement. Our data reveals that 48 students had an attendance rate below 90%. While our overall attendance rate is 93.62%, which exceeds the 90% target, we recognize the need for continued efforts to enhance attendance. Research shows that inconsistent attendance is a major barrier to academic proficiency.

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.

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

Monitoring

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

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

Person responsible for monitoring outcome

Amy Minot

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:

Establish a culture where all teachers and staff actively build relationships with students. According to the Bureau of Labor Statistics, 17.7% of dropouts reported, "No one cared if I attended." To enhance student attendance, WNPS will foster a positive school climate. Our school-based MTSS attendance team will analyze data and engage in problem-solving to implement effective interventions. These will include mentoring, sending positive messages to parents, and personally contacting guardians about student attendance. These strategies align with best practices for improving attendance as outlined by the Florida Department of Education.

Rationale:

Using data systematically to identify at-risk students early enables more effective prevention and intervention services. This collaboration among schools, communities, and families can enhance attendance. The Florida Department of Education reports that students with chronic absences in kindergarten tend to have lower academic performance in 1st grade, reduced reading and math proficiency in 3rd grade, and weaker social and academic skills. Starting in pre-K, consistent attendance provides exposure to language-rich environments.

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

The guidance counselor will review the monthly percentage of students with chronic absenteeism alongside the MTSS Team. This data will inform the team's communication strategies for students and parents.

Person Monitoring:

Amy Minot

By When/Frequency:

Monthly

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

The importance of attendance will be highlighted on social media. Attendance concerns will be addressed with parents through an in-person conference. Guidance counselor will offer school success groups for students with attendance issues. The leadership team will meet monthly to review trends and make necessary adjustments.

Action Step #2

Develop and execute strategies within our PBIS Tier 1 framework to enhance student attendance.

Person Monitoring:

Amy Minot

By When/Frequency:

Monthly

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

Recognize Good and Improved Attendance Congratulate and distribute quarterly rewards to students with good attendance through ITV, social media announcements, and digital signage. Students with improved attendance will receive recognition from the guidance counselor, and parents will receive

phone calls to encourage continued progress. Attendance data will be reviewed monthly to review trends and make necessary adjustments.

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.

The School Improvement Plan is shared with stakeholders through our SAC committee. Additionally, this information is provided to parents at our annual Title 1 meeting and is available on our school website.

The school webpage address is wnp.santarosaschools.org.

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 West Navarre Primary, we are committed to building strong, positive relationships with parents, families, and community stakeholders to ensure the academic success of all our students. We believe that collaboration between home and school is essential, and we strive to maintain open, respectful, and consistent communication throughout the school year.

To support this partnership, we offer a variety of opportunities for engagement and information-sharing, including:

- Parent-Teacher Conferences: These are held at key points throughout the year to discuss

student progress, set goals, and work together to support learning at home and school.

Additional conferences are scheduled as needed based on individual student needs.

- MTSS (Multi-Tiered System of Supports) Meetings: Families of students receiving academic or behavioral interventions are invited to participate in these problem-solving meetings to discuss data, monitor progress, and collaborate on next steps for support.
- Attendance Conferences: Regular school attendance is critical for success. When attendance concerns arise, we meet with families to discuss barriers, provide support, and create an action plan to help ensure students are present and ready to learn.
- Focus Student Information Portal: Parents and guardians have access to Focus, our district's online student information system. Through Focus, families can view real-time updates on grades, attendance, assignments, and teacher feedback, helping them stay informed and engaged in their child's educational journey.

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)).

West Navarre Primary will enhance academic programs by focusing on instructional practices that promote student engagement and align with benchmarks.

Across all grade levels, we will prioritize student collaboration and problem-solving through student-led teams. This method boosts student achievement and engagement, improves behavior, and encourages a growth mindset. Academic teaming ensures access to rigorous core instruction and effective support, promoting equity for diverse populations (Toth & Sousa, p.1).

Benchmark-aligned instruction involves planning, delivering, monitoring, and refining lessons based on defined academic content standards. These standards inform both instruction and assessment. By emphasizing explicit, benchmark-aligned instruction, educators can improve learning outcomes for all 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)).

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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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

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)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI 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.

West Navarre Primary collaborates regularly with the district to review and align resources for our Students with Disabilities. Our ESE Director and Program Facilitators provide access to research-based intervention materials and computer-based programs designed to meet the diverse needs of our ESE students. These resources are reviewed through the district-level MTSS process and through face-to-face meetings that include ESE Program Facilitators, ESE teachers, and school administrators. This collaboration ensures that materials are evidence-based, appropriate for student needs, and implemented with fidelity.

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).

Evidence-based Strategy:

Implement and monitor the collaborative problem solving through Multi-Tiered System of Supports (MTSS), with a focus on:

- Differentiated, standards-based instruction in core subjects
- High-quality, data-driven interventions
- Frequent progress monitoring and use of data to adjust instruction
- Inclusion-based instructional practices with co-teaching support

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

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