Santa Rosa County School District

Holley Navarre Primary

2019-20 Schoolwide Improvement Plan

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Holley Navarre Primary

8019 ESCOLA ST, Navarre, FL 32566

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

Demographics

Principal: Daniel Balsavich

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	No	%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	%

School Grades History

Year

Grade

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Holley-Navarre Primary is to provide a safe, child-centered, academic and technology rich environment which enables each child to reach his/her full potential while establishing the foundation for a lifetime of success in learning. At Holley-Navarre Primary, learning is primary.

Provide the school's vision statement.

Holley-Navarre Primary is a child-centered school that strives to develop a strong academic foundation necessary for lifelong learning. The school promotes an atmosphere where young children can develop responsibility, self-discipline, and a desire to learn. Interactions between students, parents, faculty, staff, and community reflect a safe, respectful, cooperative and professional environment. Professional growth and development is encouraged and fostered through varied opportunities. Excellence in education is considered everyone's responsibility.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Timmons, Alexandra	Principal	Provides a common vision for the use of data based decision-making, ensures that the school-based team is implementing MTSS, oversees assessment of MTSS skills of school staff; implementation of intervention support and documentation; ensures provision of adequate professional development to support MTSS implementation; and communicate with parents regarding school-based MTSS plans and activities.
Balsavich, Daniel	Assistant Principal	Provides a common vision for the use of data based decision-making, ensures that the school-based team is implementing MTSS, oversees assessment of MTSS skills of school staff; implementation of intervention support and documentation; ensures provision of adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.
Boudreaux, Terri	Instructional Coach	Provides professional development for teachers in ELA small group differentiated instruction. Provides intervention to Tier II and Tier III students in reading.
Fenner, Sarah	School Counselor	Implements support strategies for students regarding attendance, academics, and social-emotional needs. Also oversees administration of universal screening for all students.
Hawkins, Sarah	Instructional Coach	Provides teacher support for providing Tier II and Tier III behavioral interventions. Also works with small groups in behavior interventions focusing on social skills.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	289	274	315	0	0	0	0	0	0	0	0	0	0	878
Attendance below 90 percent	15	7	11	0	0	0	0	0	0	0	0	0	0	33
One or more suspensions	2	0	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	6	7	0	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
51

Date this data was collected or last updated
Monday 8/19/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	41	32	29	0	0	0	0	0	0	0	0	0	0	102
One or more suspensions	3	1	1	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	68%	57%	0%	68%	55%
ELA Learning Gains	0%	64%	58%	0%	60%	57%
ELA Lowest 25th Percentile	0%	56%	53%	0%	51%	52%
Math Achievement	0%	72%	63%	0%	73%	61%
Math Learning Gains	0%	67%	62%	0%	59%	61%
Math Lowest 25th Percentile	0%	52%	51%	0%	47%	51%
Science Achievement	0%	65%	53%	0%	61%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Number of students enrolled	289 (0)	274 (0)	315 (0)	878 (0)
Attendance below 90 percent	15 ()	7 ()	11 ()	33 (0)
One or more suspensions	2 ()	0 (0)	1 (0)	3 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

ESSA Data

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

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

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

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

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

The lowest sub-domains in Kg, 1 and 2 are Structural Analysis, Sentence Level Comprehension, and Paragraph Level Comprehension. This data shows that there may be some gaps in the Tyner instruction, and students may be word callers. It may be a gap in questioning techniques, independent reading, and writing assignments which would strengthen reading comprehension.

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

Previous year's data was based upon the Unify universal screener, and we cannot compare the two data sources. Upon students' universal screening in September, this section will be updated.

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.

We do not have state data for comparison to Renaissance data.

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

Once our 1st and 2nd graders complete their Renaissance Test A, we will compare data and update this area.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. EWS data indicates that 33 students had attendance below 90%. 2. Additionally, we had 25 students retained.

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

1. Increase attendance rates for all grades.
2. Provide professional development for reading comprehension.
3. Identify students with math or reading deficits/gaps and provide targeted interventions through the MTSS process.
4. Continue to support expected student behaviors using the PBIS framework.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Research shows a direct correlation between attendance and student mastery of academic standards. In the 18-19 school year, HNP had 130 students with ten or more absences, with a school-wide attendance rate of 94.63%.
State the measurable outcome the school plans to achieve	The goal is for the overall attendance rate to increase to 95.5%, with fewer than 100 students with absences greater than ten.
Person responsible for monitoring outcome	Sarah Fenner (fenners@santarosa.k12.fl.us)
Evidence-based Strategy	The school will follow the district's attendance improvement protocols, tracking attendance data closely through SMART (district data platform). PBIS strategies will include a quarterly drawing for a bicycle for students with perfect attendance, celebrating individual and class attendance goals, and increasing parent partnerships in attendance improvement.
Rationale for Evidence-based Strategy	The district attendance improvement protocols provides guidelines that support the process. Research supports that lost instructional time impedes student achievement.
Action Step	
Description	1. Coordinate tracking of attendance with the Guidance Assistant. 2. Notify teacher of students with attendance concerns and enlist their help with initial parent contact and subsequent support. 3. Use positive trends to recognize on ITV those with improved or perfect attendance (individual/class). 4. Immediately and consistently address attendance concerns with parents/guardians. 5. Use district social worker as communication support.
Person Responsible	Sarah Fenner (fenners@santarosa.k12.fl.us)

#2	
Title	Increase Student Proficiency in the sub-domains of Structural Analysis, Sentence Level Comprehension, and Paragraph Level Comprehension.
Rationale	These sub-domains were the lowest across all grade levels in STAR Early Literacy and Reading.
State the measurable outcome the school plans to achieve	In all grade levels, increase sub-domain scores by 5 points.
Person responsible for monitoring outcome	Terri Boudreaux (boudreauxt@santarosa.k12.fl.us)
Evidence-based Strategy	Provide professional development for teachers to support expertise in reading comprehension strategies, including unpacking the standards, aligning all supplemental materials to the standards, and use of questioning techniques to support rigor and higher-order thinking.
Rationale for Evidence-based Strategy	The identified sub-domains were the lowest among all categories across all grade levels. The STAR Growth Reports were used to guide this decision.
Action Step	
Description	1. Schedule professional development through district literacy coordinator and send instructional staff to literacy conferences. 2. Track implementation through walk-throughs and formal observations by administration. 3. Schedule teacher data chats and compare grade-level common assessments. 4. Monitor PMP data. 5. Monitor STAR data through growth and screening reports.
Person Responsible	Terri Boudreaux (boudreauxt@santarosa.k12.fl.us)

#3	
Title	Identifying students with math or reading deficits, providing targeted interventions through the MTSS process, and increasing learning gains.
Rationale	By focusing on targeted interventions, we can increase student learning gains with an overall goal of closing the gap between student instructional level and grade level proficiency.

State the measurable outcome the school plans to achieve	The overall goal is to decrease the number of students below the 50th percentile in reading and math by comparing STAR Test A to Test C.
Person responsible for monitoring outcome	Alexandra Timmons (timmonsa@santarosa.k12.fl.us)
Evidence-based Strategy	Based on student hypothesis, the following interventions could be implemented: Lively Letters, Words You See, Small Group Differentiated Instruction, i-Ready, Imagine Learning, Freckles, embedded math curriculum interventions, Saxon Math, SRA, EET, etc.
Rationale for Evidence-based Strategy	Research shows the efficacy of these interventions. PMP hypothesis and data will be monitored to determine type and frequency of intervention.

Action Step	
Description	1. Identify students with deficits in reading and math skills. 2. Provide targeted interventions. 3. Involve parents in the MTSS process. 4. Monitor student data. 5. Modify or fade interventions based upon student progress.
Person Responsible	Alexandra Timmons (timmonsa@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to the attendance and academic areas above, HNP will continue to implement and support expected student behaviors using the PBIS framework. HNP will provide opportunities to increase family engagement and academic capacity for parents through activities which include STEAM Day, Literacy Day, and Family Fitness Day. Other family engagement activities include Book Fair, Pastries with Parents, Boosterthon, Jingle Jog, Turkey Trot, Field Day, and military appreciation events. As a continuing project, the library transformation to a Libratory will continue as a part of a three-year plan. One goal is to also purchase additional laptops and other technology to support 21st century learning opportunities. The Leadership Team will continue to monitor the efficacy of current resources and interventions and research additional reading and math supports to implement as needed. The team will also continue to survey staff for professional development needs and provide opportunities to support their professional learning.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Holley-Navarre Primary will continue to engage families with activities that increase their capacity to support academics at home including Literacy Day, STEAM Day, and Family Fitness Day. In addition, HNP hosts a Curious Kindergarten Meeting during the summer to introduce families to the school setting. We also invite all families to attend the Annual Title I Information Meeting and Volunteer training. At the beginning of the year, families are invited to attend Open Houses for each grade level. Parent conferences are held for all KG and 1st grade students during the first and third nine weeks. School Advisory Council meetings are held quarterly, and all parents are invited to attend and participate. Throughout the year, HNP hosts military appreciation events, Pastries with Parents, and Boosterthon Fun Run, Field Day, and Jump Rope for Heart.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

HNP has a large military population, and we have two Military Family Life Counselors (MFLC) that support the specific needs of that demographic. In addition, we have a School Guidance Counselor and a Community Drug and Alcohol Coalition (CDAC) counselor who meets with students in a small group setting. A school-wide Positive Behavior Intervention Support system is in place, utilizing the CHAMPS curriculum and BALL rules framework. The school also has a behavior coach, who works to support students' positive behaviors. Students in economically-disadvantage homes are targeted for a Weekend Food Program to ensure that supports are in place for their basic needs.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming kindergarten students and their families are invited to a Curious Kindergarten meeting during the summer to provide information about academic and social success in schools. In addition, we host articulation meetings with Pre-K program administrators to facilitate the transition to KG. We also host an articulation meeting with Holley-Navarre Intermediate to create a successful transitions for our primary students to the intermediate level.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

At the end of the year and as an ongoing process (through MTSS), the leadership team analyzes data to identify gaps in student mastery. In concert with the Academic Intervention Specialist (AIS), ESE liaison, district program facilitators, and district department coordinators, resources are aligned to student needs. The principal works with the leadership team to coordinate the monthly MTSS process for ongoing monitoring of student performance. This problem-solving team closely monitors student progress and

evaluates the need for additional evidence-based interventions. Grade level chairs maintain inventories at their level, and the AIS maintains the inventory for supplemental literacy resources as well as the leveled library.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

HNP partners with Discovery Education to continuously train its STEAM teachers. These teachers then provide support to classroom teachers. As a part of this partnership, the students are exposed to a variety of occupations and are trained in using the 4Cs (communication, collaboration, creativity, and critical thinking) in order to enhance their capacity for college and career readiness.