

Santa Rosa County School District

Holley Navarre Middle School



2019-20 Schoolwide Improvement Plan

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Holley Navarre Middle School

1976 WILLIAMS CREEK DR, Navarre, FL 32566

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

Demographics

Principal: Joann Destefano

Start Date for this Principal: 6/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (68%) 2017-18: A (65%) 2016-17: A (62%) 2015-16: A (65%) 2014-15: A (72%)
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.

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)
Middle School 6-8	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Holley Navarre Middle School is committed to providing the skills necessary for our students to compete both academically and technologically in the 21st century global community. Our mission will be accomplished through the collaboration of parents, teachers, students and community members.

Provide the school's vision statement.

Holley Navarre Middle School strives to create a positive atmosphere that encourages its students to work confidently towards reaching their potential by becoming critical thinkers and life-long learners.

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
DeStefano, Joann	Principal	Supervises the operation and management of all activities and functions which occur at Holley Navarre Middle School. Develops, implements, and assesses the instructional programs at the assigned school and coordinates with District instructional staff in program planning. Interviews and selects qualified personnel to be recommended for employment. Establishes guidelines for proper student conduct and implement Santa Rosa County Code of Conduct along with disciplinary procedures and policies that ensure a safe and orderly environment. Directs the development of the master schedule and assigns teachers according to identified needs. Ensures all state testing is completed within specified time and that all guidelines for administering said tests are followed. Makes data driven decisions regarding curriculum implementation. Utilizes current educational trends in the planning and preparation of the school instructional program.
Della Ratta, Pete	Assistant Principal	Acts on the Principal's behalf in his/her absence. Assists to develop and implement the school's instructional program with assistance from District personnel and provides its articulation among school personnel as assigned by the Principal. Develops the master teaching schedule and assign teachers according to identified needs. Utilizes current educational trends in the planning and preparation of the school instructional program. Manages and administers the attendance policy and procedures. Interprets and enforces the District's Code for Student Conduct. Assists in design and implementation of all safety plans.
Riggs, Hayden	Dean	Collaborates with school leadership to develop and implement Santa Rosa County Student Code of Conduct. De-escalates heightened student behavior and emotions. Communicates with at-risk students. Effectively communicates with parents and offer assistance as necessary. Effectively collaborates with teachers, leaders, parents, students, and district personnel. Assists in maintaining a safe and orderly learning environment.
Lattanze, Maureen	School Counselor	Assists students in the selection of classes; makes sure all state requirements are met. Makes necessary changes to student schedules throughout the year as indicated/needed. Provides input in the development of curriculum and the master schedule. Provides small group developmental guidance activities to all students; provides personal/social, behavioral, and/or academic counseling to all students. Provides assistance to parents of all students. Counsels students who are experiencing attendance difficulties and Interprets test results to parents, students, and other school staff. Provides orientation for all incoming and new students; counsels students in developing peer relationships, decision-making skills, and conflict resolution. Coordinates the proper maintenance, transfer, and acquisition of students' records as required. Coordinates all state testing and maintains all testing materials.
Freeman, Shundra	School Counselor	Provides assistance in the screening, referral, identification, and placement of students with special needs.

Name	Title	Job Duties and Responsibilities
		<p>Assesses students using the Multi-Tier Support System and provides assistance. Monitors the 504 Plan process, including involving parents and school personnel, creating plans, and maintaining compliance. Assists students in the selection of classes; makes sure all state requirements are met. Makes necessary changes to student schedules throughout the year as indicated/needed. Provides input in the development of curriculum and the master schedule. Provides small group developmental guidance activities to all students; provides personal/social, behavioral, and/or academic counseling to all students. Provides assistance to parents of all students. Coordinates and/or assists with award presentations and 8th grade transition to high school activities.</p> <p>Coordinates the proper maintenance, transfer, and acquisition of students' records as required. Coordinates all state testing and maintains all testing materials.</p>
Stokes, Tyler	Other	<p>Behavior Coach</p> <p>Collaborates with school leadership to develop and implement/maintain a school wide positive behavior supports system to address the needs of all students, using a tiered intervention model. Collaborates with teachers and administrators to identify students in need of behavior intervention and Tier III and IEP goals for behavior. Develops Functional Behavior Assessments and Individual Positive Behavior Interventions. Develops and delivers individualized and group professional learning experiences for teachers in best practices for classroom management, positive behavior support, and cultural competency. Maintains all Behavioral PMP's for MTSS to facilitate fidelity of intervention and document Discipline through designated system.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	338	358	346	0	0	0	0	1042	
Attendance below 90 percent	0	0	0	0	0	0	45	49	47	0	0	0	0	141	
One or more suspensions	0	0	0	0	0	0	11	23	37	0	0	0	0	71	
Course failure in ELA or Math	0	0	0	0	0	0	39	28	23	0	0	0	0	90	
Level 1 on statewide assessment	0	0	0	0	0	0	81	65	92	0	0	0	0	238	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	38	34	30	0	0	0	0	102

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	15	24	30	0	0	0	0	69	
Students retained two or more times	0	0	0	0	0	0	0	2	3	0	0	0	0	5	

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

59

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	0	0	0	0	0	0	35	42	26	0	0	0	0	103	
One or more suspensions	0	0	0	0	0	0	51	32	44	0	0	0	0	127	
Course failure in ELA or Math	0	0	0	0	0	0	11	4	3	0	0	0	0	18	
Level 1 on statewide assessment	0	0	0	0	0	0	104	90	54	0	0	0	0	248	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	38	20	21	0	0	0	0	79

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	68%	63%	54%	66%	63%	52%
ELA Learning Gains	64%	60%	54%	60%	60%	54%
ELA Lowest 25th Percentile	60%	56%	47%	50%	52%	44%
Math Achievement	73%	70%	58%	71%	71%	56%
Math Learning Gains	67%	65%	57%	66%	66%	57%
Math Lowest 25th Percentile	59%	58%	51%	53%	60%	50%
Science Achievement	65%	63%	51%	60%	63%	50%
Social Studies Achievement	81%	77%	72%	86%	84%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	338 (0)	358 (0)	346 (0)	1042 (0)
Attendance below 90 percent	45 ()	49 ()	47 ()	141 (0)
One or more suspensions	11 (0)	23 (0)	37 (0)	71 (0)
Course failure in ELA or Math	39 (0)	28 (0)	23 (0)	90 (0)
Level 1 on statewide assessment	81 (0)	65 (0)	92 (0)	238 (0)

Grade Level Data

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

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	65%	63%	2%	54%	11%
	2018	55%	60%	-5%	52%	3%
Same Grade Comparison		10%				
Cohort Comparison						
07	2019	61%	59%	2%	52%	9%
	2018	64%	56%	8%	51%	13%
Same Grade Comparison		-3%				
Cohort Comparison		6%				
08	2019	74%	68%	6%	56%	18%
	2018	76%	71%	5%	58%	18%
Same Grade Comparison		-2%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	67%	66%	1%	55%	12%
	2018	61%	63%	-2%	52%	9%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	59%	54%	5%	54%	5%
	2018	50%	56%	-6%	54%	-4%
Same Grade Comparison		9%				
Cohort Comparison		-2%				
08	2019	78%	76%	2%	46%	32%
	2018	78%	77%	1%	45%	33%
Same Grade Comparison		0%				
Cohort Comparison		28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	64%	62%	2%	48%	16%
	2018	65%	66%	-1%	50%	15%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	75%	4%	71%	8%
2018	82%	75%	7%	71%	11%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	73%	27%	61%	39%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	67%	33%	62%	38%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	57%	-57%
2018	0%	65%	-65%	56%	-56%
Compare		0%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	31	50	51	33	45	41	26	61	70		
ELL		46		27	57						
ASN	77	66		77	62			83	83		
BLK	52	63	56	58	49	33	42	50	67		
HSP	66	62	65	71	65	60	58	77	79		
MUL	67	65	55	71	65	57	72	92	71		
WHT	70	65	62	75	70	65	68	83	76		
FRL	59	62	58	64	65	55	50	78	70		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	37	47	43	34	47	43	34	56			
ELL	26	52	56	53	76	69					
ASN	69	83		73	64				80		
BLK	59	61	55	56	63	54	41	65	84		
HSP	59	54	44	64	66	69	72	72	33		
MUL	66	57	50	65	62	65	71	87	59		
WHT	67	61	48	72	67	61	67	84	61		
FRL	55	54	43	60	62	58	59	77	28		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	41	36	39	60	46	21	67			
ELL	25	50	46	25	45						
ASN	56	56		83	83						
BLK	53	52	38	59	64	29	46	87	26		
HSP	61	61	49	66	64	58	43	74	33		
MUL	66	62	56	78	66	50	68	89	47		
WHT	69	61	52	72	67	55	64	87	49		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	57	54	49	60	62	50	47	79	28		

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	70
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	82
Total Points Earned for the Federal Index	695
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	42
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	75
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	52
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	67
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	68
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	70
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	62
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.

Math - Lowest 25% - showed a 2% decrease. Discontinued using IXL Math last year in Intensive Math classes, due to that fact teachers did not feel it had a significant impact on scores. We currently utilize Kahn Academy and other non-computer based strategies with our Intensive students. We did

not feel our strategies achieved the goals we set 18-19 school year. The areas of difficulty overall in Math were expressions and equations.

Science - showed a 2% decrease in level 3-5; the area of most difficulty seems to continue to be Life Science. This has been a reoccurring problem.

ELA 7th grade showed 3% decrease in proficiency, This cohort group has shown a slight increase in proficiency but historically they have been significantly lower than previous groups. 8th grade showed a 2% decrease in proficiency. Discussion with Language Arts Teachers and dissection of scores indicates this decrease may have been a result of lower writing scores.

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

Math - lowest 25%. Discontinued using IXL Math last year, in Intensive Math classes, due to that fact teachers did not feel it had a significant impact on scores. We currently use Kahn Academy and other non-computer based strategies with our Intensive students this year; again we did not feel our strategies achieved the goals we set for the 18-19 school year. The overall areas of difficulty in Math were expressions and equations.

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.

None. We are above the state average in each area.

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

ELA Learning Gains showed an increase of 10%. This was due in great part to the increase of 6th grade in proficiency. Elective Critical Thinking Teachers increased the use of reading strategies in their plans.

ELA 6th grade showed a 10% increase from the previous year. Elective Critical Thinking Teachers increased the use of reading strategies in their plans.

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

The two areas which are of concern is Attendance below 90% and students with 4 or more indicators.

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

1. Math lowest 25%
2. Attendance
3. ELA 7/8 grade
4. Science - particularly in the area of Life Science
5. Math Expressions and equations

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Gains Lowest 25%
Rationale	Data Comparison showed a decline in the performance of students in the lowest 25%. Discontinued the use of IXL Math last year, in Intensive Math classes, due to that fact teachers did not feel it had a significant impact on scores. HNMS is now utilizing Kahn Academy and other non-computer based strategies with the Intensive students this year; again we did not feel our strategies achieved the goals we set for the 18-19 school year. The overall areas of difficulty in Math were expressions and equations.
State the measurable outcome the school plans to achieve	Students in this subgroup will show a 10% increase in performance.
Person responsible for monitoring outcome	Joann DeStefano (destefanoj@santarosa.k12.fl.us)
Evidence-based Strategy	Restructure Intensive Math Use the program "Freckles" program for math remediation. Decrease student to teacher ratio. Spend time on reteaching/supporting general math class content. Set up a reward system (eg. 4 days on task earn 20 minutes re-energize/focus time, since these students are not enrolled in PE.)
Rationale for Evidence-based Strategy	In previous years we noticed that IXL Math had lost its effectiveness. Students are FSA tested on current material, so reteaching of some concepts may help comprehension.
Action Step	
Description	1. Schedule Intensive Class for students. 2. Collaborate with Math teachers to see what skills they are working on. 3. Put a reward plan in place. 4. Monitor students closely to see if program is working. 5. If strategy not effective research alternatives.
Person Responsible	Joann DeStefano (destefanoj@santarosa.k12.fl.us)

#2	
Title	Attendance
Rationale	Although our overall attendance has improved, we still have 141 students who had below 90% attendance. We cannot improve in any area if the students are not here for us to teach.
State the measurable outcome the school plans to achieve	The number of student who have less than 90% attendance will decrease by 25 students.
Person responsible for monitoring outcome	Joann DeStefano (destefanoj@santarosa.k12.fl.us)
Evidence-based Strategy	Implement truancy plan with fidelity. Provide a reward system through PBIS. Offer more before and after school clubs. Plan for dress-up days centered around school theme (Marvel universe).
Rationale for Evidence-based Strategy	Students' academic success is greatly impacted by attendance. We have noticed that students will come to school if they have a preferred activity scheduled for that day.
Action Step	
Description	1. Implement truancy plan with fidelity. 2. Establish a reward system in for improved attendance through PBIS program. 3. Increase or maintain the number of before and after school clubs to encourage students to come to school. 4. Advertise clubs. 5. Place dress-up days on the calendar throughout the year.
Person Responsible	Joann DeStefano (destefanoj@santarosa.k12.fl.us)

#3	
Title	ELA 7/8th grade
Rationale	7th grade ELA proficiency scores dropped by 3%. 8th grade ELA proficiency scores dropped by 2%. (This year we will not have our 15 minutes of reading each day to change in schedule.)
State the measurable outcome the school plans to achieve	7th grade ELA scores will increase by 5%. (66% proficiency - target) 8th grade ELA scores will increase by 5%. (79% proficiency - target)
Person responsible for monitoring outcome	Joann DeStefano (destefanoj@santarosa.k12.fl.us)
Evidence-based Strategy	1) Obtain 3 licenses for Mindplay for the lower students and ESOL students. (We will be rotating students.) 2) Science and Social Studies teachers will sponsor vocabulary competitions every 9 weeks. 3) We will continue our Sunshine Young Reader Award Books reward program. 4) PE will adopt a bring a book to PE when it is raining and allow students to read when there is inclement weather.
Rationale for Evidence-based Strategy	1) Research has shown effective results with Mindplay. 2) Struggling readers usually have difficulty with scientific and historical vocabulary. The competition we hope will increase vocabulary skills and will positively impact comprehension. 3) Increase reading time to offset doing away with the 15 minute reading period.
Action Step	
Description	1. Obtain licenses (Mindplay) 2. Schedule competitions 3. Post and purchase Sunshine Young Reader Award titles 4. Offer book passes to promote SYRA titles 5. Add "Bring a book" to PE
Person Responsible	Joann DeStefano (destefanoj@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).

ELA 7/8 grade - Increase reading strategies across all disciplines; focus on vocabulary in all disciplines; increase focus on word problems in Math.

Science - (Life Science) Several teachers have written grants to increase number of labs/projects to increase understanding of Life Science topics.

Math Equations/expressions - Teachers will take advantage of training on a new book series with attention to improving understanding of equations and expressions.