

Santa Rosa County School District

Holley Navarre Primary



2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2019-20 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
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 was approved by the Santa Rosa County School Board on 10/8/2020.

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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Holley Navarre Primary

8019 ESCOLA ST, Navarre, FL 32566

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

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	Yes	%
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

School Board Approval

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Name	Title	Job Duties and Responsibilities
Timmons, Alexandra	Principal	The principal oversees instructional decision making at HNP; recruits and retains highly effective teachers; oversees professional development implementation; provides supports for safety protocols as well as social/emotional supports for students; embeds STEAM strategies into curriculum; and ensures compliance in all areas of educational responsibilities. Additionally, the 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	The assistant principal supports the principal in the previously-mentioned responsibilities and serves as the primary coordinator of safety protocols/compliance and building and grounds maintenance. Additionally, the 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.
Woll, Jennnifer	School Counselor	The guidance counselor oversees the coordination of all district testing, ensuring that all universal progress monitoring takes place within allocated windows. Additionally, the guidance counselor serves on the MTSS team and directs the Integrated Services Team, which provides supports and tracks students in need. The counselor coordinates counseling services including our CDAC and Military Family Life Counselors as well as school counselor groups. The guidance counselor oversees supplemental food supplies for students in need as well as coordinates other community resource services. A large component of her tasks include tracking attendance and implementing attendance improvement measures. She also heads our Positive Behavior Intervention Supports team.

Demographic Information

Principal start date

Monday 7/1/2019, Daniel Balsavich

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

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

Total number of teacher positions allocated to the school

57

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2019-20 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
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 .	

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	216	226	243	0	0	0	0	0	0	0	0	0	0	685
Attendance below 90 percent	27	33	28	0	0	0	0	0	0	0	0	0	0	88
One or more suspensions	0	5	0	0	0	0	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	5	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	9	0	0	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	0	5	0	0	0	0	0	0	0	0	0	0	5

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	9	6	2	0	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/31/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	

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	

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	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		

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	

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	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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	45	48	38	47	48	38	25				
ELL	37	33	40	47	50	33					
ASN	61	57		61	64						
BLK	48	41	42	52	52	24	41				
HSP	71	62	39	67	60	41	61				
MUL	69	64	40	78	64	47	61				
WHT	71	64	51	75	68	43	67				
FRL	62	56	49	66	64	39	53				
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
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

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

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

Analysis

Data Reflection

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

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

The School Improvement focus from 2019-20 focused on sentence and paragraph level comprehension. Due to the school closure after the 3rd nine weeks of 19-20, STAR Test B data did not provide adequate end-of-year guidance. The leadership team determined that a focus on instructional recovery of phonemic awareness and phonics instruction at all grades in the primary level would provide the foundational skills and intervention necessary to close gaps and move students forward. Professional development for the Academic Intervention Specialist indicated that a focus in the area of phonics instruction was more effective at the primary level rather than comprehension skills for intervention purposes. By bolstering students' phonics skills, they will be more readily able to focus on comprehension rather than the mechanics of reading.

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

Using the mid-year screener to determine the lowest area, the leadership team found the greatest gap in standard LAFS.2.RL.2.4 [Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.]. Additionally, at another grade level, the lowest area was LAFS.1.RI.3.8, indicating a weakness in comprehension. By focusing on phonics instruction, students will be more able to focus on the meaning of texts rather than the mechanics of reading. It is important to note that STAR B data may not indicate the true area of greatest decline, as it was a mid-year progress monitoring tool.

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 to compare Renaissance scores.

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

Once our first and second graders complete their Renaissance Test A, we will update this data.

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

EWS data indicates that 24 students have attendance rates below 90%.

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

1. Improving attendance rates for all students, even in the midst of a pandemic.
2. Bolstering Tier I phonics instruction to build foundational skills and provide instructional recovery from 19-20.
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.
5. Provide extensive social and emotional supports for all students, specifically for those struggling with the effects of the pandemic and military deployments.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>The leadership team determined that a focus on instructional recovery of phonemic awareness and phonics instruction at all grades in the primary level would provide the foundational skills and intervention necessary to close gaps and move students forward. Professional development for the Academic Intervention Specialist indicated that a focus in the area of phonics instruction was more effective at the primary level rather than comprehension skills for intervention purposes. By bolstering students' phonics skills, they will be more readily able to focus on comprehension rather than the mechanics of reading.</p> <p>Using the ESGI tool for kindergartners and STAR EL and Reading tests for Kg, 1, and 2, the percentage of students above the 40 PR will be equal to or greater than 89%. The STAR test C will be used as the final determinant of this goal.</p>
Measurable Outcome:	<p>2020 FALL READING STAR A Assessment:</p> <p>Kindergarten: At/Above benchmark 499 SS/40 PR</p> <p>1st grade: 59% At/Above benchmark 612 SS/40 PR</p> <p>2nd grade: 56% At/Above benchmark 182 SS/40 PR</p> <p>2020 FALL MATH STAR A Assessment:</p> <p>1st grade: 72% At/Above benchmark 240 SS/40 PR</p> <p>2nd grade: 61% At/Above benchmark 396 SS/40 PR</p>
Person responsible for monitoring outcome:	Jennnifer Woll (wollj@santarosa.k12.fl.us)
Evidence-based Strategy:	The second cohort of teachers will begin first-year LETRS training during the 20-21 school year, while the first cohort will complete its second year of LETRS training. Additionally, The kindergarten teachers will continue to use Lively Letters. K, 1, and 2 will participate in professional development with Heggerty phonemic awareness, implementing that curriculum in Tier I instruction. 95 Percent Group will be used for Tier II and Tier III interventions. STAR A and B data will be used to monitor which ELA strands show areas of need, and those will be addressed through professional development by the Academic Intervention Specialist as needed.
Rationale for Evidence-based Strategy:	These instructional pieces are researched based and address the targeted area of need.

Action Steps to Implement

Select teachers for LETRS training and schedule professional development through the district.

Person Responsible Alexandra Timmons (timmonsa@santarosa.k12.fl.us)

Professional development for teachers in Heggerty.

Person Responsible Terri Boudreaux (boudreauxt@santarosa.k12.fl.us)

Track STAR data throughout the year to monitor student progress on targeted standards.

2020 FALL READING STAR A Assessment:

Kindergarten: At/Above benchmark 499 SS/40 PR

1st grade: 59% At/Above benchmark 612 SS/40 PR

2nd grade: 56% At/Above benchmark 182 SS/40 PR

2020-2021 Targeted Reading Standards

LAFS.2.RL.2.4 50% Beginning, 17% Developing, and 33% Secure

LAFS.1.RI.3.8 84% Beginning, 11% Developing, and 5% Secure

2020 FALL MATH STAR A Assessment:

1st grade: 72% At/Above benchmark 240 SS/40 PR

2nd grade: 61% At/Above benchmark 396 SS/40 PR

Person Responsible Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

Provide targeted intervention through MTSS for students showing learning gaps using I-Ready, Heggerty and 95 Percent Group interventions.

Person Responsible Terri Boudreaux (boudreauxt@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Because of the loss of instructional time during the 19-20 school year, we will Identify
Description and Rationale: students with math or reading deficits/gaps and provide targeted interventions through the MTSS process.

Measurable Outcome: Using data from the Renaissance STAR progress monitoring tools and MTSS intervention data, we will track student progress towards proficiency. The overall goal is for 89% of students to be at or above the 40th percentile rank in ELA.

Person responsible for monitoring outcome: Terri Boudreaux (boudreauxt@santarosa.k12.fl.us)

Evidence-based Strategy: We will implement EnVision math intervention curriculum, i-Ready, Heggerty, 95 Percent, and LETRS curriculum as targeted intervention tools.

Rationale for Evidence-based Strategy: The rationale is that diagnostic assessments by teachers during the first two weeks of school have shown significant skill deficits in students, specifically those in first and second grades.

Action Steps to Implement

The first action step will be to provide professional development for our teachers in the ELA intervention methods.

Person Responsible Terri Boudreaux (boudreauxt@santarosa.k12.fl.us)

HNP will add an additional intervention target block to provide tiered intervention to student with learning gaps. Ms. Timmons will ensure that time is scheduled, and Mrs. Boudreaux will track and schedule those students. This schedule will allow the time for more students to be served.

Person Responsible Terri Boudreaux (boudreauxt@santarosa.k12.fl.us)

HNP will purchase i-Ready licenses in Reading and Math and tailor those lessons to individual student needs.

Person Responsible Alexandra Timmons (timmonsa@santarosa.k12.fl.us)

Provide targeted intervention through MTSS for students showing learning gaps using Heggerty and 95 Percent Group interventions.

Person Responsible Terri Boudreaux (boudreauxt@santarosa.k12.fl.us)

Track STAR data throughout the year to monitor student progress on targeted standards.

Person Responsible Daniel Balsavich (balsavichd@santarosa.k12.fl.us)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and 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%. In the 19-20 school year, the data was not as conclusive due to shuttering the physical school during the 4th quarter, but attendance rates were similar prior to the closure. We expect attendance to be more of a concern this year, as mandatory quarantining will be in place.

Measurable Outcome: The goal is for the overall attendance rate to increase to 95% with fewer than 100 students with absences greater than ten.

Person responsible for monitoring outcome: Jennnifer Woll (wollj@santarosa.k12.fl.us)

Evidence-based Strategy: The school will follow the district's attendance improvement protocols, tracking attendance data closely through Focus (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 and measures provide guidelines that support the process. Research supports that lost instructional time impedes student achievement. A rewards system also is an evidence-based strategy for improving attendance.

Action Steps to Implement

1. Coordinate tracking of attendance with the guidance assistant.
2. Teacher will initiate contact with parent at the third absence.
3. Identify and celebrate positive trends on ITV, specifically those with improved or perfect attendance (individual and class).
4. Immediately and consistently address attendance concerns with parents/guardians.
5. Use district social worker as communication support.

Person Responsible: Jennnifer Woll (wollj@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

- a. Improving attendance rates for all students, even in the midst of a pandemic: Our Student Services Department will continue to track attendance, meet with families for Attendance Improvement meetings, provide supports for families in need, and celebrate perfect attendance with awards each nine weeks (bicycle giveaway). Our goal is to maintain a 94.63% attendance rate, despite the mandatory absences due to the Coronavirus.**
- b. Continue to support expected student behaviors using the PBIS framework: Our PBIS coach, Jennifer Woll, will head the team. The CHAMPS curriculum will continue to be implemented, and professional development will be provided for teachers. A new token system, using an online format, will be implemented, ensuring the safety of that system.**
- c. Provide extensive social and emotional supports for all students, specifically for those struggling with the effects of the pandemic and military deployments: HNP will continue to utilize its Military and Family Life Counselors to provide support for military children and their families. Additionally, the Community Drug and Alcohol Coalition counselor will meet with students referred by teachers, families, or administration to address emotional needs. The school counselor will also host Banana Splits groups for children of separated parents and will implement a grief-support group for students who have lost family members during the pandemic. HNP will also partner with the Flip Flippen Group to train as many staff members as possible on Capturing Kids' Hearts. HNP will continue to use the SeeSaw platform to build a communication bridge with families and provide additional instructional opportunities.**

Part IV: Positive Culture & Environment

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

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

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

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 as feasible with COVID guidelines. In addition, HNP hosted a Kindergarten 101 (virtual) during the summer to introduce families to the school setting. We also invited all families to attend the meet the teacher event, through which the Annual Title I Information Meeting was held. Additional Title I information and Volunteer trainings will be held virtually. At the beginning of the year, families are invited to attend Open Houses for each grade level, and this platform will be virtual for 20-21. Parent conferences are held for all KG and 1st grade students during the first and third nine weeks, and will be conducted virtually this school year. School Advisory Council meetings are held quarterly, and all parents are invited to attend and participate. Throughout the year, HNP will host military appreciation events, Boosterthon Fun Run, Field Day, and Jump Rope for Heart. Due to COVID-19, these events have been modified to comply with current restrictions on volunteers and visitors. HNP has purchased a site-wide license for SeeSaw as a tool to communicate with families,

share student products, and provide virtual open house tours. Additional devices will be purchased as needed to ensure teachers have the necessary tools. HNP also encourages parent participation in the MTSS process, securing substitutes for teachers so that they can meet with parents as a part of the MTSS team.

Parent Family and Engagement Plan (PFEP) Link

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