Holley Navarre Middle School

2020-21 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: 6/16/2009

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2019-20 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%)
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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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)
Middle School 6-8	No	34%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
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, position title, and job duties/responsibilities 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 implements 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. Facilitates the development of the master teaching schedule and assigns 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.
Lattanze, Maureen	School Counselor	Provides assistance in the screening, referral, identification, and placement of students with special needs. 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. Coordinates the proper maintenance, transfer, and acquisition of students' records as required.
Riggs, Hayden	Dean	Collaborates with school leadership to develop and implement Santa Rosa County Student Code of Conduct. De-escalates heightened student behavior and emotion. 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.

Demographic Information

Principal start date

Tuesday 6/16/2009, Joann Destefano

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.*

0

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.*

5

Total number of teacher positions allocated to the school

60

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2019-20 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
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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	0	0	0	0	0	0	294	304	333	0	0	0	0	931
Attendance below 90 percent	0	0	0	0	0	0	8	12	18	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	3	20	47	0	0	0	0	70
Course failure in ELA	0	0	0	0	0	0	3	4	1	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	5	2	1	0	0	0	0	8
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	

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	3	2	6	0	0	0	0	11

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	6	3	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/4/2020

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	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

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	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

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**	
	(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
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%	0
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%	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	75
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	52
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	67
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	68
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	70
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	62
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.

DATA from 2019 FSA
Math - Lowest 25% - this group showed a 2% decrease. That year we had discontinued IXL Math due to the fact we did not feel it made a significant impact on student performance. The areas of overall

difficulty seemed to be expressions and equations.
Science - showed a 2% decrease in the number of students achieving a level 3-5. The area of Life Science seemed to continue to be our lowest scoring area.
Language Arts -
7th grade showed a 3% decrease in proficiency (this cohort group has historically performed lower in achievement.)
8th grade also showed a 2% decrease in proficiency. ELA teachers feel this is due to the lower than expected writing scores.
**Of note is the fact our face-to- face instruction ended March 16, so we have great concerns regarding regression of some of our struggling students.

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

Math - lowest 25%. We had discontinued IXL Math due to the fact we did not feel it made a significant impact on student performance. The areas of overall difficulty seemed to be expressions and equations. We introduced the use of KAHN Academy, however teachers felt they had to drill down to the lowest element for the skill for it to be successful.

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 were 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 overall proficiency. 6th grade Reading classes increased the use of reading strategies form the HMH Collections book and in the 19-20 school year we added supplemental material with Scope Reading magazine.

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

Concerns: Due to COVID -
*Students only had 3 quarters of instruction last year;
*Students will be utilizing 2 different learning models this year - some will be remote while others will be brick and mortar.
*Student attendance this year may be greatly impacted by COVID quarantine guidelines.
*Teacher/Staff attendance may also be impacted by COVID quarantine guidelines.

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

1. Maintaining and enforcing CDC and SRCHD guidelines for COVID 19.
2. Attendance
3 Digital Days (SRC directive)
4. Math lowest 25%
5. ELA Writing Proficiency

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to School Safety	
Area of Focus Description and Rationale:	Maintaining and enforcing CDC/SRCHD guidelines regarding COVID mitigation in schools. This will relate directly to both student and Teacher/staff attendance.
Measurable Outcome:	Students attendance will maintain at 38 or less students having an attendance of less than 90%. (This will include both brick and mortar and remote students.)
Person responsible for monitoring outcome:	Joann DeStefano (destefanoj@santarosa.k12.fl.us)
Evidence-based Strategy:	All suggested distance and cleaning guidelines will be enforced. Cafeteria capacity will be reduced by utilizing the multi-purpose room for lunch as well. Students will change classes using outside classroom doors or sequential room release to alleviate hall congestion. Students/staff will wear masks and will have their temperature taken daily. Devices will be cleaned and maintained between student use. Maximize floor space in classrooms to increase distance between students.
Rationale for Evidence-based Strategy:	These strategies meet the guidelines set forth by CDC/SRCHD. Cleaning will be performed by ABM services.

Action Steps to Implement

Insure all materials devices are available for use. - Principal
Seating charts maximize space - Teachers
Student Movement and Lunch - Principal

Person Responsible	Joann DeStefano (destefanoj@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math lowest 25%. Students chosen for Intensive classes will be chosen by grades, beginning of year assessments, and teacher recommendation due to the fact we do not have 2020 FSA scores. The intensive classes will use MTSS Math Numeracy Initiative.
Measurable Outcome:	Students in the targeted group will increase proficiency rates by 10%.
Person responsible for monitoring outcome:	Joann DeStefano (destefanoj@santarosa.k12.fl.us)
Evidence-based Strategy:	MTSS Math Numeracy Initiative.
Rationale for Evidence-based Strategy:	This is a new program that we have agreed to pilot with several other schools. It's approach is very different from programs used in past. It incorporates a verbal component as well as a paper/pencil sections with a detailed pretest to identify deficiency areas.

Action Steps to Implement

*Teachers involved in piloting this program will attend training.
*Students will be identified by teachers/grades for Intensive Math.

Person Responsible	Joann DeStefano (destefanoj@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Students were identified by utilizing STAR testing and previous FSA scores for Intensive and Facilitated Language Arts classes. There has been a decline in the scores on STAR for 7th & 8th grade students. At this time it cannot be determined if the students just did not take the test seriously or there is a deficit forming with these students.
Measurable Outcome:	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:	Identified students will be placed in Intensive ELA or Facilitated Language Arts classes where intensive reading strategies will be used along with I-READY programs. For students not identified as struggling we will increase reading strategies along with writing practice across curriculum including PE. PE will spend 2- 3 days a week on health and history of sport activities that will require students to respond to questions requiring written responses. We will continue our Sunshine Young Reader Award Books Program with rewards.
Rationale for Evidence-based Strategy:	Research has shown that student reading/writing skills improved when attention is focused across all curriculum. We have targeted PE this year since COVID restrictions have reduced the number and type of activities students can participate.

Action Steps to Implement

*Master schedule will reflect intensive and facilitated classes for those targeted students.
*PE will organize students into groups which will rotate through different activities. Focus calendars will reflect instructional sedentary activities or physical activities. A health curriculum will be utilized as well.

Person Responsible	Pete Della Ratta (dellarattap@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.

*Attendance - Follow all CDC/SRHD Guidelines regarding COVID precautions; continue reward system through *PBIS; restore after/before school clubs when COVID restrictions are relaxed.
*Digital days will be scheduled so that each discipline will have one day of digital instruction utilizing the FLVS platform.
*Science - Science teachers will take advantage of the new format for Flight Adventure Deck. Science Fair participation will continue with attention to keeping within the CDC/SRCHD guidelines. Increase vocabulary practice and employ strategies to build comprehension of terms.

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.

Due to the COVID restrictions we have had to use remote technologies to facilitate communication between the school and its stakeholders. We started the year by posting a welcome video by the principal along with video tours of the school. Teachers were asked to do a short video introducing themselves and describing some of the activities that could be expected this year. The videos are posted on their individual web pages. We held an online orientation for our Remote students and their parents utilizing TEAMS. We plan on a TEAMS live event outlining what parents can expect this year and how they can help their students be successful. NJHS will have a Facebook live event for their induction ceremony so parents can participate in this event honoring our top students. Our SAC meetings will also need to be done remotely and we hope to use the TEAM platform for them as well. Hopefully once this crisis is over we can reinstate our Take Your Parent To School Day and Veteran Recognition Breakfast.

Parent Family and Engagement Plan (PFEP) Link

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