

Santa Rosa County School District

Holley Navarre Primary



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	16
Positive Culture & Environment	19
Budget to Support Goals	0

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2020-21 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	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: 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	
* 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 10/5/2021.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	10
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-2</p>	<p>2020-21 Title I School</p> <p style="text-align: center;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

School Board Approval

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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.

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	Position Title	Job Duties and Responsibilities
Timmons, Alexandra	Principal	<p>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 instructional framework; oversees school-based and Title I budget; and ensures compliance in all areas of educational responsibilities through the evaluation system. Additionally, the principal provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS for all struggling learners, oversees assessment of MTSS skills of school staff, implementation of intervention support, and documentation; ensures provision of adequate professional development to support standards-based curriculum and MTSS implementation; and communicates with parents and stakeholders regarding school-based MTSS plans and activities. The principal oversees the School Advisory Council, the development of the School Improvement Plan process, school-based and Title I budget, and works in all areas to increase student achievement.</p>
Balsavich, Daniel	Assistant Principal	<p>The assistant principal supports the principal in the above-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, supports assessment of MTSS skills of school staff, implementation of intervention support and documentation; supports provision of adequate professional development to support curriculum and MTSS implementation; and maintains a positive relationship with families and stakeholders.</p>
Boudreaux, Terri	Other	<p>The AIS provides professional development for teachers in ELA small-group differentiated instruction, curriculum, and intervention; collects data and conducts grade-level data meetings; and directs the interventionists in scheduling interventions and ensuring compliance with ESSA frameworks.</p>
Woll, Jennifer	School Counselor	<p>The school counselor oversees the coordination of all district testing, ensuring that all universal progress monitoring takes place within the allocated windows. Additionally, the school counselor serves on the MTSS team and directs the Integrated Services Team, which tracks students in need and provides supports and resources. The school counselor also coordinates counseling services including our CDAC and Military Family Life Counselors as well as school counselor groups. The school counselor oversees supplemental food supplies for students in need and coordinates with other community resource services. A large component of her tasks includes tracking attendance and implementing attendance improvement measures. She also heads our Positive Behavior Intervention Supports team.</p>

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

62

Total number of students enrolled at the school

751

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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	264	249	226	0	0	0	0	0	0	0	0	0	0	739
Attendance below 90 percent	88	60	58	0	0	0	0	0	0	0	0	0	0	206
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	5	0	0	0	0	0	0	0	0	0	0	12
Course failure in Math	0	5	4	0	0	0	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	20	13	0	0	0	0	0	0	0	0	0	0	33
	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	5	3	0	0	0	0	0	0	0	0	0	0	8

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	8	11	5	0	0	0	0	0	0	0	0	0	0	24
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

Tuesday 8/31/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					68%	57%		64%	56%
ELA Learning Gains					64%	58%		53%	55%
ELA Lowest 25th Percentile					56%	53%		45%	48%
Math Achievement					72%	63%		72%	62%
Math Learning Gains					67%	62%		62%	59%
Math Lowest 25th Percentile					52%	51%		52%	47%
Science Achievement					65%	53%		64%	55%

Grade Level Data Review - State Assessments

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

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring tools include Renaissance STAR Early Literacy, STAR Reading, and STAR Math.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	240/60%	267/74%	280/73%
	Economically Disadvantaged	74/51%	80/68%	84/70%
	Students With Disabilities	26/31%	33/64%	39/51%
	English Language Learners	6/17%	5/40%	9/33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	243/69%	267/80%	281/80%
	Economically Disadvantaged	76/65%	80/84%	83/82%
	Students With Disabilities	27/56%	33/64%	39/64%
	English Language Learners	6/50%	6/67%	9/56%

Grade 2					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		247/57%	271/76%	269/76%
	Economically Disadvantaged		91/48%	95/64%	94/62%
	Students With Disabilities		32/31%	37/49%	37/54%
	English Language Learners		3/0%	3/0%	3/0%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		246/61%	267/77%	271/85%
	Economically Disadvantaged		90/50%	94/68%	97/73%
	Students With Disabilities		32/41%	36/56%	38/63%
	English Language Learners		3/33%	3/0%	3/67%
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL											
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	

ESSA Federal Index	
OVERALL Federal Index – All Students	80
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	80
Total Points Earned for the Federal Index	80
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
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Federal Index - English Language Learners	80
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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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	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
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Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
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Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

At the primary level, trends are not always clearly evident because kindergarten students focus on the phonics-level beginning reading elements; first grade builds upon those skills; and second grade instruction moves more strongly into comprehension. Deficits in first and second generally appear in those phonics/phonemic awareness areas. In the 20-21 STAR standards mastery reports, data shows a deficiency (58% proficiency) in distinguishing long from short vowel sounds in spoken single-syllable words (LAFS.1.RF.2.2) in first grade. In second grade, a low strand (70% proficiency) was identifying the main purpose of an informational text including what the author wants to answer, explain, or describe (LAFS.2.RI.2.6). Another low area (71% proficiency) was LAFS.2.RL.4.10, in which students should be able to read and comprehend literature, including stories and poetry, in the grades 2-3 complexity band proficiently. This data shows that in addition to strong phonemic awareness instruction, reading comprehension, and determining main idea are important areas of focus. In first grade, the MAFS.1.G.1.1 showed low proficiency numbers [Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes] as did

MAFS.1.MD.1.a.a. (Recognize that the ruler is a tool that can be used to measure the attribute of length). Additionally, in second grade, there were lower proficiency rates in MFAS.2.MD.1.3, estimating lengths using units of inches, feet, yards, centimeters, and meters and MAFS.2.OA.1.a., determining the unknown whole number in an equation.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

In looking at STAR EL and STAR Reading, the greatest areas that need improvement include strong phonemic awareness instruction and explicit instruction in determining main idea. This understanding of main idea reinforces overall reading comprehension.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to academic deficits include a lack of continuity in the 2019-20 school year; attendance due to COVID-19-related absences in the 2020-21 school year, and the weaknesses in the small group curriculum. The pandemic has had a cumulative effect on student achievement. The school district, as well as school building instructional staff, has put into place mitigation strategies to support Learning at Home, and the district has adopted a new curriculum that has a very strong small group curriculum.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The majority of the reading foundational skills strands show at least an 82% level of mastery in first grade and 92% level of mastery in second grade.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In the 2020-21 school year, all teachers incorporated Heggerty phonological awareness lessons into the curriculum daily.

What strategies will need to be implemented in order to accelerate learning?

Staffing for the 2021-22 school year includes an ESSER Interventionist for ELA, whose role is to provide additional evidence-based interventions for identified students. Additionally, teachers are using the new curriculum to accelerate their higher-performing students in small-group differentiated instruction. Also, the school math interventionist is providing after-school acceleration for higher-performing math students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

For ELA, the district has provided multiple opportunities for professional development on the B.E.S.T. standards as well as the new HMH curriculum. At the school site, the Academic Intervention Specialist has provided training for small group differentiated instruction and intervention. A district literacy coach will also provide Tier 2 training for all classroom teachers in ELA interventions. In addition, we will utilize the district math teachers on special assignment to provide professional development in best practices in math instruction, including conceptual thinking and number talk.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Leadership Team monitors data and meets monthly with each grade level to analyze the results. Additionally, common assessments for ELA will be used as an important tool to measure efficacy of curriculum implementation and classroom instruction. The administrative team also conducts informal and formal classroom observations to monitor for implementation of highly effective teaching using the district FEAPS observation tool.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Particularly during a global pandemic, the positive relationship that our school cultivates with families is key to student achievement. HNP has identified a platform that will support not only parent/family engagement but also student achievement: BeanStack. BeanStack will support building a community of readers, develop literacy skills, provide a tool for teachers to connect read-alouds to the platform, and connect families to the public library system.
Measurable Outcome:	We will analyze circulation rates, user data from BeanStack, and STAR EL/Reading progress monitoring to measure proficiency rates over the the previous year. In addition, the Leadership Team will closely monitor the ELA common assessments from the HMH curriculum to determine any correlation to class results and BeanStack usage.
Monitoring:	We will monitor the data monthly in Leadership Team meetings and grade level data meetings to ensure its implementation within each classroom and grade level. We will also provide school wide updates through ITV, SAC meetings, social media platforms, and parent/family newsletters.
Person responsible for monitoring outcome:	Alexandra Timmons (timmonsa@santarosa.k12.fl.us)
Evidence-based Strategy:	Student engagement is one of John Hattie's high yield strategies, and this program will bolster student engagement in literacy skills and practice.
Rationale for Evidence-based Strategy:	HNP literacy team selected this platform based upon the need to develop the love of reading in the primary grades. By fostering the student engagement across multiple genres and Lexile levels, this program will increase reading minutes, vocabulary exposure, and reading comprehension. In addition, it will extend a literacy-rich environment to the home.

Action Steps to Implement

Secure quote, professional development, and schoolwide implementation.

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

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The area of focus revolves around phonemic awareness, determining main idea, and reading comprehension based upon STAR data. At the primary grade bands, a lack of phonemic awareness skills impedes the progression of a student's reading ability and thus impacts reading comprehension and determining the main idea of a text. The strategic plan includes explicit instruction in phonemic awareness during the reading, targeting deficits early, and providing evidence-based reading intervention using the Academic Intervention Specialist, an ESSER ELA interventionist, and a grant-funded reading interventionist. These interventions will be provided outside of the uninterrupted reading block during a targeted intervention block in the master schedule.

Measurable Outcome: Using the ESGI tool for kindergarteners and STAR EL and Reading Progress Monitoring reports for KG, 1, and 2, the percentage of students above the 40th Percentile Rank will be equal to or greater than 89%. The STAR Test D will be used as the final determinant of this goal.

Monitoring: It will be monitored through ESGI, STAR EL, and STAR Reading tests A (FLKRS for KG), B, C, and D. The leadership team will collect and analyze data and share out grade level data at monthly data meetings.

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

Evidence-based Strategy: Teachers will continue to move through cohort-based LETRS training. The kindergarten teachers will continue to use Lively Letters and the HMH small group curriculum. K, 1 and 2 will participate in professional development with Heggerty phonemic awareness and HMH small group curriculum. HMH intervention will be used for Tier II, and SIPPS will be used for Tier III interventions. STAR data will be monitored quarterly to monitor which ELA strands show areas of need.

Rationale for Evidence-based Strategy: These instructional practices are researched-based and address the targeted area of need.

Action Steps to Implement

The AIS will provide professional development for the above curriculum and strategies.

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

The leadership team will monitor STAR data, intervention data, and MTSS data.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: In looking at STAR Math data, we identified areas of weakness that need to be addressed. In first grade we showed low proficiency in distinguishing between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); building and drawing shapes to possess defining attributes] also recognizing that the ruler is a tool that can be used to measure the attribute of length. Additionally, in second grade, there was a lower proficiency in estimating lengths using units of inches, feet, yards, centimeters, and meters and determining the unknown whole number in an equation. Additionally, our MTSS data shows students with math Progress Monitoring Plans that do not receive interventionist support. We staffed one math interventionist on our regular staffing plan and one ESSER math interventionist through that grant funding. These interventionists will not only be able to provide targeted interventions but also provide enrichment for high-performing math students.

Measurable Outcome: We will use pre- and post-tests from the Do the Math curriculum as well as STAR Math data from quarterly progress monitoring assessments. The overall goal will be for the lowest quartile of students to test above the 40th Percentile Rank in STAR math.

Monitoring: It will be monitored through interventionist assessment data and STAR Math tests A, B, C, and D. The leadership team will collect and analyze data and share out grade level data at monthly data meetings.

Person responsible for monitoring outcome: Ronda Stacey (staceyr@santarosa.k12.fl.us)

Evidence-based Strategy: The "Do the Math" Researched based interventions will be implemented for the lowest quartile, and higher students will be targeted for an after-school math club: Crazy 8s.

Rationale for Evidence-based Strategy: The "Do the Math" researched-based interventions work for students with diverse needs through explicit, intentional teaching, based on proven instructional strategies including teaching for understanding, scaffolded content, multiple strategies, and mathematical thinking.

Action Steps to Implement

Staff the interventionists.

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

Analyze data, develop schedule for intervention, pre-test students for baseline and a determination of need.

Person Responsible Ronda Stacey (staceyr@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Because HNP did not have data in the above platform, we cannot compare data. We, however, will continue to use a Positive Behavior Support model at our school, implement the CHAMPS curriculum, and train all faculty and staff on the Capturing Kids Hearts model.

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.

Holley-Navarre Primary will continue to engage families with activities that increase their capacity to support academics at home including BeanStack, Literacy Day, STEAM Day, and Family Fitness Day as feasible with COVID guidelines. In addition, HNP hosted an in-person Kindergarten 101 during the summer to introduce families to HNP and provide an overview of skills needed for Kindergarten. We also invited all families to a Meet the Teacher event, though which the Annual Title I Information meeting was held, including emphasizing the parents' Right to Know. We will hold additional Title I informational meetings virtually and provide a virtual Volunteer Training. At the beginning of the year, teachers will host an Open House through SeeSaw. Parent conferences will be held for all KG and 1st grade students during the first and third nine weeks. Teachers of KG students will receive skills assessments reports from ESGI, a tool to assess KG skills. Teachers will also use this data to support progress monitoring. 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 Kids' Heart Challenge. We will ensure these events comply with ongoing COVID guidance. HNP has purchased a sitewide 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders include the students, faculty/staff, administration, parents, SAC members, and business partners. All have roles in promoting a positive culture through their involvement in the school, contributing to academic success, building lifelong learners, and ensuring students have access to their basic needs. Students: Engage with learning and work with others under a social contract.

Faculty/Staff: Provide an environment of high-quality learning, support student achievement, engage students and families respectfully and positively, and promote HNP.

Administration: Provide support for students, faculty/staff, families, and community partners; communicate transparently; and oversee budgetary aspects of school.

Parents: Support their student's academic achievement and work in coordination with the school as well as promote the school positively in the community.

SAC members: Provide input to administration on ways to improve the school.

Business partners: Provide additional resources to the school.