

Santa Rosa County School District

Holley Navarre Middle School



2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2020-21 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%)
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.

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1976 WILLIAMS CREEK DR, Navarre, FL 32566

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	41%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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SIP Authority

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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.

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	Position Title	Job Duties and Responsibilities
DeStefano, Joann	Principal	<p>Supervises the operation and management of all activities and functions which and occur at Holley Navarre Middle School.</p> <p>Develops, implements, and assesses the instructional programs at assigned school and coordinates with Santa Rosa County School District instructional staff in program planning.</p> <p>Interviews and selects qualified personnel to be recommended for employment.</p> <p>Establishes guidelines for proper student conduct and implements Santa Rosa County Code of Student Conduct along with disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>Directs the development of the Master Schedule and assigns teachers according to certification and identified needs.</p> <p>Ensures all state testing is completed within specified time and that all guidelines for administering said tests are followed.</p> <p>Makes data driven decisions regarding curriculum implementation.</p> <p>Utilizes current educational trends in the planning and preparation of the school instructional plan.</p>
Della Ratta, Pete	Assistant Principal	<p>Acts on the Principal's behalf in his/her absence.</p> <p>Assists to develop and implement the school's instructional program with assistance from Santa Rosa County School District personnel and provides its articulation among school personnel as assigned by the principal.</p> <p>Facilitates the development of the Master Schedule and assigns teachers according to certification and needs. Utilizes current educational trends in the planning and preparation of the school instructional program.</p> <p>Manages and administers the attendance policy and procedures. Assists in design and implementation of all safety plans.</p> <p>Organizes and assigns Duty Schedules.</p> <p>Oversees the writing and implementation of Progress Monitoring Plans in accordance with Santa Rosa County guidelines.</p> <p>Aids in interpreting and enforcing the District's Code for Student Conduct.</p>
Riggs, Hayden	Dean	<p>Collaborates with school leadership to develop and implement Santa Rosa County Code of Student Conduct. De-escalates heightened student behavior and emotion.</p> <p>Communicates with at-risk students.</p> <p>Effectively communicates with parents and offers assistance as necessary.</p> <p>Effectively collaborates with teachers, leaders, parents, students, and district personnel.</p> <p>Assists in maintaining accurate documentation of all required safety drills and policies.</p> <p>Assists in maintaining a safe and orderly environment.</p> <p>Initiates and oversees implementation of student behavior contracts.</p>

Name	Position Title	Job Duties and Responsibilities
Locklin, Lisa	School Counselor	<p>Provides assistance in the screening, referral, identification, and placement of all general education students as well as those students with special needs. Assesses students using the Multi-Tiered System of Support and provides assistance.</p> <p>Monitors the 504 Plan process, including involving parents and school personnel, creating plans, and maintaining records as indicated/needed. Assists students in the selection of classes; makes sure all state requirements are met.</p> <p>Makes necessary changes to student schedules throughout the year as indicated/needed.</p> <p>Provides input in the development of curriculum and the Master Schedule.</p> <p>Provides small group developmental guidance activities to all students, provides personal/social, behavioral, and/or academic counseling to all students.</p> <p>Provides assistance to parents of all students. Coordinates and/or assists with award presentations and 8th grade transition to high school.</p> <p>Coordinate state testing according to all test time and procedural guidelines.</p> <p>Coordinates the proper maintenance, transfer, and acquisition of students' records as required</p>

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.*

5

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.*

19

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

834

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

5

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

1

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	0	0	0	0	0	0	263	282	289	0	0	0	0	834
Attendance below 90 percent	0	0	0	0	0	0	39	31	46	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	3	1	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	5	5	2	0	0	0	0	12
Course failure in Math	0	0	0	0	0	0	9	3	8	0	0	0	0	20
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	32	24	43	0	0	0	0	99
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	23	26	38	0	0	0	0	87
Number of students with a substantial reading deficiency	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	18	12	16	0	0	0	0	46

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	4	4	2	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

Date this data was collected or last updated

Monday 8/23/2021

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	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	

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	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

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%	63%	54%	66%	61%	53%
ELA Learning Gains				64%	60%	54%	61%	56%	54%
ELA Lowest 25th Percentile				60%	56%	47%	50%	48%	47%
Math Achievement				73%	70%	58%	69%	70%	58%
Math Learning Gains				67%	65%	57%	66%	65%	57%
Math Lowest 25th Percentile				59%	58%	51%	61%	60%	51%
Science Achievement				65%	63%	51%	67%	67%	52%
Social Studies Achievement				81%	77%	72%	81%	77%	72%

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
06	2021					
	2019	65%	63%	2%	54%	11%
Cohort Comparison						
07	2021					
	2019	61%	59%	2%	52%	9%
Cohort Comparison		-65%				
08	2021					
	2019	74%	68%	6%	56%	18%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	67%	66%	1%	55%	12%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	59%	54%	5%	54%	5%
Cohort Comparison		-67%				
08	2021					
	2019	78%	76%	2%	46%	32%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	64%	62%	2%	48%	16%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	75%	4%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	73%	27%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	57%	-57%

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 Reading, STAR Math, and Performance Matters/Unify assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	283/66%	310/69%	0
	Economically Disadvantaged	62/60%	69/61%	0
	Students With Disabilities	37/38%	46/24%	0
	English Language Learners	4/0%	3/0%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	284/61%	310/68%	0
	Economically Disadvantaged	60/62%	69/73%	0
	Students With Disabilities	37/30%	46/35%	0
	English Language Learners	4/0%	3/33%	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	309/65%	325/63%	0
	Economically Disadvantaged	71/59%	85/55%	0
	Students With Disabilities	41/24%	44/23%	0
	English Language Learners	3/0%	4/0%	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	299/69%	258/66%	0
	Economically Disadvantaged	69/62%	74/57%	0
	Students With Disabilities	35/34%	44/21%	0
	English Language Learners	3/0%	4/25%	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	56%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	328/68%	341/75%	0
	Economically Disadvantaged	78/67%	84/75%	0
	Students With Disabilities	38/32%	34/44%	0
	English Language Learners	3/0%	3/33%	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	323/73%	272/68%	0
	Economically Disadvantaged	78/69%	74/58%	0
	Students With Disabilities	39/39%	37/24%	0
	English Language Learners	3/100%	3/100%	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	41%	58%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

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
SWD	27	43	40	35	52	49	11	45			
ELL	23			17							
ASN	65	67		85	81		80				
BLK	46	51	33	52	49	35	53	60			
HSP	60	51	35	61	53	29	59	81	32		
MUL	62	53	24	76	59	71	53	75	64		
WHT	65	56	41	73	64	53	60	81	40		
FRL	52	45	33	63	60	51	46	71	24		
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						

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
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		

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)	
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	523
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Comparisons must be made to 2019 FSA testing due to the fact we did not test in 2020 due to COVID. Overall there was a decrease in scores for our school across the board except in the areas of Civics (which saw a 1% increase) and Algebra which stayed steady at 100% pass rate.

Results for proficiency percentages:

ELA - 6th grade decrease 1 % decrease; 7th grade 3% decrease; 8th grade 8% decrease.

Math - 6th grade - 3% increase; 7th grade 1% decrease; 8th grade 7%decrease.

Science - 8th grade 3%decrease.

There was a marked decrease in lowest 25% learning gains on the 2021 FSA ELA test .

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

Data indicates that 8th grade ELA showed the most marked decline along with 8th grade Math. Learning gains for the ELA Lowest 25% were significantly lower.

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

COVID quarantines along with Remote Learning options have to be considered as possible contributing factors. In order to address these deficits we will determine what skills were missed or need to be retaught. We will use data from STAR Math & ELA to see what areas need to be addressed.

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

Algebra scores stayed steady (100% level 3 and above) and Civics showed a slight increase (79% Level 3 and above to 80% Level 3 and above.). Of particular note is that our 7th grade Algebra Honors class saw 19 out of 21 student score a level 5 on the Algebra EOC. Civics also showed a modest increase.

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

In the case of the Algebra students, we closely monitor these students at the start of the year to make sure they are placed correctly for success.

In the area of Civics, the teachers have continued their "boot camp" style of preparation in the weeks leading up to the exam.

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

ELA will need to focus on Integration of Knowledge and the writing process. Intensive Reading will be using a new program in all grade levels with fidelity. In math, we are going to assess struggling students and determine the learning gaps and then concentrate on them in a direct fashion using Freckle and adding a reward system.

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.

Intensive Reading Teachers will be attending in-service related to the new program they will be using. All ELA teachers will be attending in-service related to the new adopted textbook and its materials. All teachers will have in-service available on developing relationships with their students. We will also be creating a PLC with 6th grade teachers and the 5th grade teachers at HNI to further collaboration between schools.

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

We are in the process of requesting additional computers which will aid in student access to programs on a more regular basis.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus	HNMS saw a marked decrease in Lowest 25% gains from 60% (2019) to 38% (2021).
Description and Rationale:	Overall Language Arts showed a decrease in 7th grade scores from 61% (2019) to 58% (2021) .
Measurable Outcome:	Lowest 25% ELA scores will improve by 10% on the 2022 ELA FSA. 75% of our students will show adequate growth on the STAR Progress monitoring Assessments from Test A - Test C.
Monitoring:	ELA Star Testing and progress monitoring will be used and analyzed throughout the school year.
Person responsible for monitoring outcome:	Pete Della Ratta (dellarattap@santarosa.k12.fl.us)
Evidence-based Strategy:	Teachers will attend professional development for both iLit and Language Live with fidelity. Teachers will use the RACE strategy for writing. Feedback - teachers will utilize data from reading curriculum/programs and have data chats with students regarding performance and goals. Students will increase reading level by at least 1 grade level and will show average growth.
Rationale for Evidence-based Strategy:	iLit & Language Live programs will be utilized in ELA intensive classes. These programs are designed to identify skill gaps and address these deficits. iLit is designed to produce self-regulated readers who are able to take an active role in recognizing and resolving issues that arise while reading a text. https://assets.pearsonschool.com/asset_mgr/current/201851/iLit-Instructional-Model-Research-Basis.pdf . Language Live's instruction reinforces the literacy foundations students need while strategically using authentic text to engage & accelerate them to grade-level proficiency. There will be an increased focus on Writing strategies and ELA teachers will utilize the on line writing program in their new Textbook adoption. The RACE (Restate the Question; Answer the Question; Cite Text Evidence; Recap your answer.) strategy will be utilized for writing across grade levels. Feedback will be specific and differentiated resulting in student acceptance of means for improvement. Hattie states that feedback is one of the top 10 influences on student achievement.

Action Steps to Implement

Master Schedule will reflect Intensive Reading classes - Guidance Counselor

Intensive Reading teachers will receive Professional Development on iLit and Language Live. Times and dates will be documented for participation.

ELA teachers will receive professional development on the new curriculum materials and resources. Teachers will utilize iLit and Language Live as prescribed; teacher will utilize the data from these programs to have Data Chats.

Students will also take STAR Reading 3 times during the year. After each administration of progress monitoring testing students will graph their progress and discuss during data chats.

Person Responsible Pete Della Ratta (dellarattap@santarosa.k12.fl.us)

Master schedule will reflect intensive and facilitated ELA classes for those targeted students. Teacher FOCUS calendar will reflect increase attention to writing strategies and reading inference strategies.

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

#2. Instructional Practice specifically relating to Math

Area of Focus	7th grade Math scores continue to be low. 7th grade Proficiency score was 58%. I know the scores are reflective of the fact that 7th grade advanced are tested on 8th grade prealgebra however, Intensive Math classes did not show the improvement we desired.
Description and Rationale:	
Measurable Outcome:	Progress Monitoring Assessments will show a 5% increase as measured from Test A to Test B. Particular emphasis will be on targeted group which will be 7th grade Math and Intensive Math classes.
Monitoring:	FOCUS Math Assessments will be analyzed quarterly.
Person responsible for monitoring outcome:	Joann DeStefano (destefanoj@santarosa.k12.fl.us)
Evidence-based Strategy:	Intensive Math teachers will use Math Program Freckle for practice. Teachers will use a diagnostic test to determine individual areas of need. Teachers will hold quarterly data chats with each student to discuss progress and goals. Student will be encouraged to graph their progress at these chats.
Rationale for Evidence-based Strategy:	Freckle is a differentiated program; because it is student-centered and teacher-driven it is a strong academic platform for improving student achievement. It continuously adapts for student practice in math. The program offers teachers the ability to focus practice on grade level standards. It adapts at the individual student level, with student-friendly incentives and age-appropriate designs to provide a balance of fun and learning. It increases student growth and proficiency through standards based skill development in math, personalized goal setting, building to mastery. Freckle for math is supported by evidence of effectiveness gathered through many types of rigorous studies, including those with quasi-experimental and correlational designs. https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf .

Action Steps to Implement

Students will be assigned to Intensive Math - Locklin
 Students will utilize the identified programs (Freckle) - Intensive Teacher
 Teachers will review Freckle data 2 x a quarter (every 4 1/2 weeks)
 Teachers will arrange, schedule and document data chats.

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

#3. Other specifically relating to Attendance

Area of Focus	Due to COVID infections and the prescribed quarantines, attendance has become a concern. Attendance has been a long standing focus at HNMS and we continually strive to improve attendance. The number of students who had less than 90% attendance was 171.
Description and Rationale:	
Measurable Outcome:	We hope to decrease the number of student who have attendance below 90% by at least 15% (145).
Monitoring:	Attendance reports will be monitored quarterly. We will continue to do 2 attendance callouts a day - 1 after 2nd period and another after the school day to notify parents their child was not at school. Truancy plans and procedures will be implemented as needed.
Person responsible for monitoring outcome:	Joann DeStefano (destefanoj@santarosa.k12.fl.us)
Evidence-based Strategy:	We plan on increasing communication & building relationships to improve attendance. Depending on COVID regulations/restrictions we hope to return to our club program. We will continue to do 2 attendance callouts a day - 1 after 2nd period and another after the school day to notify parents their child was not at school. Students who are out for COVID related absences will be contacted daily to provide support & encouragement. Teachers will also increase contact between this group while they are out keeping them involved in school. Effective student centered communication with parents help them to understand the connection between strong attendance and achievement. Attendance Works highlights the importance of keeping parents involved in their child's education so keeping a student and parent connected to the classroom when they are absent is also important.
Rationale for Evidence-based Strategy:	Increased communication is crucial to maintaining student/school interaction. Students will feel connected to their school/classmates/teachers through increased use of interactive TEAMS access. Historical HNMS school data had shown an increase in attendance when clubs were held; depending on COVID regulations/restrictions we hope to return to our club program.

Action Steps to Implement

Teachers will communicate with students using various modalities such as their web site; TEAMS; Plan Book; Callouts; Group Texts/emails; phone calls.

Communication documentation by staff member to students who are out for COVID or quarantined. - Educational Support personnel will also be assigned to make contact to ensure students have access to what they need.

Schedule of clubs meetings times and days when allowed.

Person Responsible Joann DeStefano (destefanoj@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.

The area that we are highest is the Drug/Public order Incidents; therefore our primary focus will be Tobacco/Vaping, which made up the majority in that category.

Plan:

We are limiting the number of students in the restrooms.

We have solicited the help of our Student Leadership Development Class in coming up with ideas to address this problem. Some of the suggestions included PSA's on ITV; using QR codes that will link to vaping information; side effects; and smoking/vaping cessation programs. They will also post facts and information on a main bulletin board in the school along with educational posters.

Suspensions is the next area of concern, we have revamped our ISS program and will return to using alternative methods for discipline such as, before/after school detention, Saturday detention and use of positive behavior support programs.

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.

Due to persisting COVID restrictions we have had to postpone our scheduled Open House. This year we have again requested that all teachers post a short video on our webpage to introduce themselves to parents. We maintain our HNMS Webpage, Facebook page and continue to use School Messenger to send out time sensitive information. We hope with improved COVID numbers, we will be able to have our "Take Parents to School Days." This year we will observe Take Dad to School Day and follow it up by Take Mom to school Day therefore reducing the number of people on campus. We are also planning our annual Veteran's Days Breakfast to be held on November 10. Band programs will be scheduled as permitted at holidays and end of year along with 8th grade celebration. National Junior Honor Society induction to be held in May 2022.

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

PTSA partners with the school providing luncheons, breakfasts and other teacher appreciation activities throughout the year. HNMS SAC is very involved in all aspects of HNMS from budgets to School Improvement Plans and outreach to the community. Our Liaisons with Hurlburt and the MFLAC program are

also members of our SAC.

VFW and American Legion continue to be supportive of our programs especially the SLDC program, providing funds for uniforms, trips and supplies for needy students.