Holley Navarre Primary

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 1/3/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	43%
2021-22 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	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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	CSI
* 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 10/13/2022.

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

Holley Navarre Primary

8019 ESCOLA ST, Navarre, FL 32566

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

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-2	Yes	43%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/13/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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 PRIMARY PROVIDES AN ENVIRONMENT THAT FOSTERS EACH LEARNER'S POTENTIAL, EQUIPS STUDENTS FOR ACADEMIC EXCELLENCE, AND PROMOTES LIFELONG LEARNING.

Provide the school's vision statement.

TO LOVE, EDUCATE, AND PREPARE ALL STUDENTS FOR GRADUATION AND A SUCCESSFUL FUTURE.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Balsavich, Daniel	Principal	The principal oversees instructional decision making at HNP; recruits and retains highly-effective teachers; oversees professional development implementation; provides supports for safety protocols as well as social/emotional supports for students; embeds STEAM strategies into 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.
Lancieri, Tonya	Assistant Principal	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.
Boudreaux, Terri	Reading Coach	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.
Woll, Jennnifer	School Counselor	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.

Demographic Information

Principal start date

Monday 1/3/2022, Daniel Balsavich

Number of teachers with a 2022 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 2022 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

41

Total number of students enrolled at the school

739

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	237	258	257	0	0	0	0	0	0	0	0	0	0	752
Attendance below 90 percent	17	54	23	0	0	0	0	0	0	0	0	0	0	94
One or more suspensions	0	3	5	0	0	0	0	0	0	0	0	0	0	8
Course failure in ELA	0	3	7	0	0	0	0	0	0	0	0	0	0	10
Course failure in Math	0	2	8	0	0	0	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 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	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	7	0	0	0	0	0	0	0	0	0	0	11

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	4	0	0	0	0	0	0	0	0	0	0	11
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

Wednesday 8/10/2022

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	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	

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	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	3	6	4	0	0	0	0	0	0	0	0	0	0	13
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		65%	56%					68%	57%
ELA Learning Gains								64%	58%
ELA Lowest 25th Percentile								56%	53%
Math Achievement		45%	50%					72%	63%
Math Learning Gains								67%	62%
Math Lowest 25th Percentile								52%	51%
Science Achievement		68%	59%					65%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

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

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
ELL											
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					

				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	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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	40
Total Components for the Federal Index	1
Percent Tested	

Subgroup Data	
Students With Disabilities	
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%	0
English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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%	0

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

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%	0

Part III: Planning for Improvement

> **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?

After looking at specific areas of concern from the past 2 years, data shows that there is a deficit in phonemic awareness and comprehension of information text, kindergarten-second grade. In the 21-22 school year for first grade math, the percentage of students At/Above Benchmark 78.2% on test A to a 90.1% on test D, an increase of 11%. In the 20-21 school year for first grade math, the percentage of students At/Above Benchmark 70.5% on test A to 84.2% on test D, an increase of 13.7%.
In the 21-22 school year second grade math, the percentage of students At/Above Benchmark 62% on test A to an 85.6% on test D, an increase of 23.6%.In the 20-21 school year second grade math, the percentage of students At/Above Benchmark 60.5% on test A to 86.7% on test D, an increase of 26.2%.
After looking at specific areas of concern from the past 2 years, data shows a deficit in the area of measurement and data for second grade and a deficit in Numbers and Operations in Base Ten for first grade.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In looking at STAR EL and STAR Reading from the past two-years in kindergarten, the greatest area needing improvement is phonemic awareness and for first grade the greatest area needing improvement is reading and comprehending informational text for second grade.

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

The contributing factors for the deficit in phonemic awareness in kindergarten has been the lack of parental knowledge on how to help prepare their child for kindergarten and having a strong phonics program that is implemented daily at school and students having accessibility at home to practice. The actions to address this need will be to provide incoming kindergarten parents, involving preschool directors, activities that to help prepare incoming kindergartners with a phonics foundation prior to entering kindergarten. Also, we will implement a phonics program online that provides activities and instruction on each student's level that is accessible from school and at home. The contributing factors for the deficit in second grade reading and comprehending informational text would be lack of exposure and resources. The actions to address this need would be to have teachers intentionally choose instructional material that exposes our students to more informational text and give students strategies to read and understand informational text.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off of the 21-22 STAR Data, the area that has shown the greatest improvement was our second grade STAR reading scores from STAR A assessment (55% Proficient) to STAR D (84.2% proficient).

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

The contributing factors that led to the 29.2% increase in reading proficiency for STAR reading was using STAR data and standards based assessments to find common errors and misconceptions with student assessments and have grade level data meetings to determine how standards were being taught and how teachers can improve the delivery of instruction. We will continue to use grade level data

meetings to look at each student and areas of concerns. We will continue to track and monitor student progress through MTSS and provide intervention and differentiation as needed.

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

Staffing for the 2022-23 school year includes an ESSR Interventionist for ELA and a Reading Interventionist, whose role is to provide additional evidence-based interventions for identified students. Additionally, teachers are using the new curriculum (HMH) 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 SCHOOL 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, School-wide 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Holley-Navarre Primary was designated as CSI school due to one component (Progress of English Language Learners in Achieving English Language Proficiency) that makes up our entire federal index. HNP has received 40% of total points possible for the component, and since it is our only component it is also our overall index. Since the overall index is below 41%, we will be targeting this sub-group.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We will be using the state WIDA assessment to increase the one component (Progress of English Language Learners in Achieving English Language Proficiency)to 41% or greater of total points possible.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Classroom teachers will be documenting in their lesson plans accommodations/ modifications that they will be implementing in the classroom to ensure ELL plan is being followed and ESOL Liaison will be checking in regularly with classroom teachers at minimum after each STAR PM is taken.
Person responsible for monitoring outcome:	Daniel Balsavich (balsavichd@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ELL Liaison will provide professional development training to teachers on how to read students ELL plan and provide appropriate accommodations/ modifications and tracking student progress. (Hattie-Interventions for students with learning needs, .77 effect size)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Teachers are not familiar with how to read each child's ELL plan and how to provide appropriate accommodations/modifications and document in their lesson plans. (Hattie-Interventions for students with learning needs, .77 effect size)

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELL Liaison will provide in-person training on the ELL Guidelines and how to read each students ELL Plan and testing guidelines.

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

ELL Liaison will provide ongoing support to teachers for how to best implement accommodations for ELL students.

Person Responsible   Tonya Lancieri (lancierit@santarosa.k12.fl.us)

Increase communication between ELL Liaison, classroom teacher, and administration regarding monitoring and tracking student progress and support.

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

We will utilize supplemental resources to address the academic needs of students.

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

#2. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This area of focus was chosen based on School-Wide STAR Early Literacy Proficiency Rate 81.4%, STAR Reading 83.6%, and STAR Math 88.1%. Our school-wide goal is to have 90% or above proficiency in all areas tested in STAR. To increase student proficiency, teachers will be given coaching and feedback from administration from each observation that will allow them to grow professionally in each of the 4 Domains of Standards Based-Planning; Standards-Based Instruction; Conditions for Learning; Professional Responsibilities.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable outcome that will be used will be teacher observations and STAR Assessment data. The goal is to have 90% or above proficiency in all areas tested in STAR. (Star EL, Star Reading, and Star Math).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored through a set schedule of instructional observations, which will include informal walk-throughs, formal observations, and coaching and feedback through data chats.
Person responsible for monitoring outcome:	Daniel Balsavich (balsavichd@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy will be coaching and feedback. (Hattie, .70 Effect Size)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Administration will be conducting walk-throughs and observations throughout the school year, specifically looking for elements in each domain from the i-Observation tool. Once observations are completed, follow-up with teacher to provide coaching and feedback. (Hattie, .70 Effect Size)

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide training on the new evaluation tool to all instructional personnel.

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

Allow time after each observation for coaching and feedback to take place.

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

Provide instructional personnel a template for their lesson plans, which will include specifics in what administration Will be looking for during each observation.

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

Ongoing support throughout the year on best instructional practices and high effect strategies.

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

We will utilize supplemental resources to address the academic needs of students.

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 75%. The STAR PM 3 will be used as the final determinant of this goal.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	It will be monitored through ESGI, Lalilo phonics program, STAR EL, and STAR Reading tests PM 1, 2 and 3. 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: Describe the evidence-based strategy being implemented	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 3 times a year to monitor which ELA strands show areas of need. Teachers will be providing interventions and differentiation based on their area of concerns. (Hattie, 1.07 effect size).

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	These instructional practices are researched-based and address the targeted area of need. Providing interventions for students that are struggling in a specific area is a research based strategy and according to Hattie, has a 1.07 effect size.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

We will utilize supplemental resources to address the academic needs of students.

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

#4. -- Select below -- specifically relating to
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#5. -- Select below -- specifically relating to
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#6. -- Select below -- specifically relating to

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 Event, Math Event, STEAM Event, and Family Fitness Day. 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, through 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 Volunteer Training. At the beginning of the year, teachers will host an Open House and follow up with the SeeSaw App. for continue ongoing communication with parents. 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. HNP has purchased a sitewide license for SeeSaw as a tool to communicate with families, share student products and provide options for virtual open house tours if parents are unable to attend in person. Additional devices, such as laptops and iPads, 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 school culture and environment.

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.