

Santa Rosa County School District

Holley Navarre Middle School



2022-23 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: 7/13/2009

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	41%
2021-22 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	2021-22: A (68%) 2018-19: A (68%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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

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)
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	34%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Holley Navarre Middle School is committed to providing the skills necessary for our students to compete both academically and technologically in the 21st century global community. Our mission will be accomplished through the collaboration of parents, teachers, students and community members.

Provide the school's vision statement.

Holley Navarre Middle School strives to create a positive atmosphere that encourages its students to work confidently towards reaching their potential by becoming critical thinkers and life-long learners.

School Leadership Team

Membership

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
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</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.</p> <p>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. 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>
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.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p> <p>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.</p> <p>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>
Jeansonne, Brooke	School Counselor	<p>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.</p> <p>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

Monday 7/13/2009, Joann Destefano

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.*

6

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.*

30

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

845

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

3

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

7

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	0	0	0	0	0	0	273	273	282	0	0	0	0	828	
Attendance below 90 percent	0	0	0	0	0	0	32	30	37	0	0	0	0	99	
One or more suspensions	0	0	0	0	0	0	14	25	42	0	0	0	0	81	
Course failure in ELA	0	0	0	0	0	0	9	4	3	0	0	0	0	16	
Course failure in Math	0	0	0	0	0	0	16	7	5	0	0	0	0	28	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	44	47	36	0	0	0	0	127	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	41	36	37	0	0	0	0	114	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	38	23	33	0	0	0	0	94	

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	0	0	0	0	0	35	20	31	0	0	0	0	86	

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	0	0	0	0	0	0	3	1	2	0	0	0	0	6	
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1	

Date this data was collected or last updated

Monday 8/29/2022

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	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

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	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

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	64%	59%	50%				68%	63%	54%
ELA Learning Gains	59%						64%	60%	54%
ELA Lowest 25th Percentile	50%						60%	56%	47%
Math Achievement	75%	38%	36%				73%	70%	58%
Math Learning Gains	72%						67%	65%	57%
Math Lowest 25th Percentile	68%						59%	58%	51%
Science Achievement	71%	69%	53%				65%	63%	51%
Social Studies Achievement	86%	66%	58%				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	2022					
	2019	65%	63%	2%	54%	11%
Cohort Comparison						
07	2022					
	2019	61%	59%	2%	52%	9%
Cohort Comparison		-65%				
08	2022					
	2019	74%	68%	6%	56%	18%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	67%	66%	1%	55%	12%
Cohort Comparison						
07	2022					
	2019	59%	54%	5%	54%	5%
Cohort Comparison		-67%				
08	2022					
	2019	78%	76%	2%	46%	32%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	64%	62%	2%	48%	16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	75%	4%	71%	8%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	73%	27%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	57%	-57%

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
SWD	25	41	45	35	49	51	25	46			
ELL	17	25		46	85	82					
ASN	65	50		88	80				60		
BLK	49	50	47	62	71	71	44	64			
HSP	55	61	50	62	62	57	62	79	62		
MUL	74	62	56	78	74	69	76	91	81		
WHT	65	59	52	78	73	69	74	88	62		
FRL	59	57	44	71	67	59	66	82	57		
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							

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
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						
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		

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)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	610
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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?

Comparisons in data is made more difficult by the fact we must look at both 2019 , 2021, as well as 2022 school years to really see emerging trends. COVID devastated not only our physical health but our academic health as well. Compared to last year's cores we did quite well across the board but if you compare 2022 to 2019 we have declines especially in the area of ELA.

ELA Achievement for 2022 (64%) increased by 1% from 2021(63%) but decreased 4% from 2019, (68%).

ELA Learning gains for 2022 (59%), increased by 4% from 2021 (55%)but decreased by 5% from 2019 (64%).

ELA lowest Quartile for 2022 (50%)increased by 12% from 2021 38%,but decreased by 10% since 2019 60%). The decrease in lowest quartile in ELA proficiency (which in many cases includes SWD students) believe has a two fold effect in the overall decrease in ELA performance from 2019.

Math, Science, and Social Studies on the other hand has seen a steady increase across the board.

Math Achievement for 2022 (75%) increased by 4% from 2021 (71%),and increased by 2% from 2019 (73%)

Math Learning Gains in 2022 (72%) increased by 10% from 2021 (62%)and increased by 5% from 2019 (67%)

Math lowest quartile for 2022 (68%) increased by 17% from 2021(51%),and 9% from 2019. (59%).

Science for 2022 (71%) which increased by 12% from 2021 (59%)and 6% from 2019 (65%).

Social Studies for 2022 (86%)increased by 6% from 2021 (80%) and 5% from 2019 (81%)

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

The areas needing the most attention are definitely in the ELA areas. Students continue to struggle despite the new curriculum and programs adopted by SRC. SWD students appear to have the same challenges.

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

Students seem to reading less and subsequently get less out of their reading. We will need to place a greater emphasis on reading both in and out of school. I was particularly disappointed in the 6th grade due to the fact they have a critical thinking/reading class. Although it is an elective and does not require a reading endorsement I have placed 2 reading endorsed teachers in that course for this school year. I

am also going to supplement their program with Scholastic Scope magazine. This year I am also adopting a school wide requirement that all students read at least 1 book a quarter and complete a short set of questions for which they will be given a grade in the ELA course, There will be no exceptions to the requirement.

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

Math followed closely by Science and Civics.

Math Achievement for 2022 (75%) increased by 4% from 2021 (71%),and increased by 2% from 2019 (73%)

Math Learning Gains in 2022 (72%) increased by 10% from 2021 (62%)and increased by 5% from 2019 (67%)

Math lowest quartile for 2022 (68%) increased by 17% from 2021(51%),and 9% from 2019. (59%).

Science for 2022 (71%) which increased by 12% from 2021 (59%)and 6% from 2019 (65%).

Social Studies for 2022 (86%)increased by 6% from 2021 (80%) and 5% from 2019 (81%)

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

In Math we offered a path for students to test out of their intensive Math class along with incentives for working in the class. We had 14 students test out of Intensive Math. I also placed students in Intensive Math if they were struggling in their Math class. In Math and Civics for some students in the second semester I replace their elective with a second Math or Civics class (with parent permission; this allowed the students to hear the lesson twice in different groups). In all areas we did not lower our expectations for our students!

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

This year we have placed all mid-level 3 5th grade students who had a B or better in their Math class into advanced Math. We hope this will build their academic stamina in Math. We will continue to use our PLC's to display different strategies. We have also added 3 new CTE courses to our schedule; Coding; STEM environmental Science; and Entrepreneurial/ Small Business.

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.

We will have several year long PLC's; STEAM Strategies; Articulation PLC (between 5th grade teacher and 6th grade teachers) Teach Tuesdays will be available and I will be utilizing the resources Cognia has for teachers who need some additional support in a particular area.

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

We will be transitioning to a new observation tool and we will continue to meet in department and grade levels to address any deficiencies. MTSS meetings will also target individual needs.

Areas of Focus

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

:

#1. 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.

ELA Achievement for 2022 (64%) increased by 1% from 2021(63%) but decreased 4% from 2019, (68%).
ELA Learning gains for 2022 (59%), increased by 4% from 2021 (55%)but decreased by 5% from 2019 (64%).
ELA lowest Quartile for 2022 (50%)increased by 12% from 2021 38%,but decreased by 10% since 2019 60%).
Since there was an overall decline over the years we identified this as an area of need.

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

The expectation is that ELA scores for all students will show an increase of at least 5% (69%) in ELA Achievement which should improve the SWD ELA federal index to above 41%.

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

Master Schedule to ensure proper placement for students in inclusion classes and intervention classes; Student ELA grades; Teacher's "Planbook"; Progress Monitoring tests and Cambium FAST assessments.

Person responsible for monitoring outcome:

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

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

Collective Teacher Efficacy - is ranked No. 1 on Hattie's Influence and effect scale with an effect-size of 1.57; by hiring and maintaining certified teachers in reading/ELA who will have high expectations for all students as evidenced by their instruction and assessments we predict the number of students reaching proficiency will increase, especially in 6th grade, This year we will include our Reading teachers in all in-service activities we plan for Language Arts teachers to increase collaboration in strategies and in creating rigorous formative and summative common assessments. MTSS will be implemented with fidelity.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Collective Teacher Efficacy is ranked No. 1 on Hattie's Influence and effect scale with an effect-size of 1.57; by hiring and maintaining certified teachers in reading/ELA who will have high expectations for all students as evidenced by their instruction and assessments we predict the number of students reaching proficiency will increase, especially in 6th grade,

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.

Hire Reading Endorsed Teachers for 6th grade Critical Thinking/Reading course.

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

Secure supplemental materials (Scope).

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

Require all students to read a book on their own each 9 weeks and complete the short questions for which they will be given a grade. Monitor all student to see they meet the reading requirement each 9 weeks.

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

Continue the use of RACE strategy for writing a 5 paragraph essay in all ELA classes.

R - restate the question

A - answer the question

C - cite text evidence

E - explain

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

Increase in collaboration between teachers to create rigorous formative and summative common assessments.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The SWD subgroup was the only subgroup that did not meet the required 41% success requirement. This year our SWD success was at 40%. 2021-2022 SWD proficiency percentages were - ELA 25.5; Math 34.6; Science 25; Social Studies 54. There is indication that the weakness lies in the ELA area. ELA is a need for improvement across all grade levels and subgroups.

Measurable Outcome:

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

SWD's will show a 10% increase in proficiency percentage on the end of year FAST Assessments.

Monitoring:

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

Students will be monitored by Progress Monitoring Assessments; progress towards IEP goals; and FAST Assessments.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

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

Response to Intervention - SWD students will be closely monitored through MTSS and their IEP case managers, who will aid the teachers in making adjustments to their strategies as dictated by their progress and scores. Increase in collaboration between teachers to create rigorous formative and summative common assessments will be encouraged as well.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Response to Intervention is the 5th ranked strategy on Hattie's High Yield Strategy list. Using the Multi Tiered System of Support, with fidelity, these students will receive the support that is needed as indicated in class performance and progress monitoring performance,

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.

MTSS will be implemented with fidelity. MTSS group will meet monthly; ESE case managers will collect and maintain quarterly grades, and progress towards IEP Goals.

Person Responsible

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

Case managers will meet with classroom teachers to discuss individual progress and choose strategies to meet need as evidence by student performance.

Person Responsible

Lisa Locklin (locklil@santarosa.k12.fl.us)

#3. Positive Culture and Environment specifically relating to Student/Teacher relationships

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>Based upon the results of student surveys during the building of the school district's 5 year strategic improvement plan, the Santa Rosa County School District chose one middle school and one high school to pilot a mentor program. On our student survey from last year (2021) feedback was listed as one of the areas we could improve in.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve.</p> <p>This should be a data based, objective outcome.</p>	<p>We expect an improvement in our student survey in 2023.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>Attendance will be monitored using FOCUS. Suite 360 will be monitored through the program site itself. Grades will be monitored closely by the mentor teacher/support person. We will do a short student survey in each mentor class to see if program goals are being met.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Joann DeStefano (destefanoj@santarosa.k12.fl.us)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being</p>	<p>"Every child who winds up doing well has had at least one stable and committed relationship with a supportive adult." (Center on the Developing Child; Harvard University). HNMS will start a mentoring program. The purpose of the program is to connect each student to a HNMS faculty/staff member to support them at HNMS to increase academic success & decrease student absentee rates. The program will allow teachers/staff to become familiar with students they might ordinarily come in contact with (the same is true for students). We will facilitate the "Suite 360" program with students. Suite 360 will be delivered in a more purposeful & effective way to 6th grade Science classes. Collaboration</p>

implemented for this Area of Focus. among teachers/staff will increase. We will be beginning with 6th grade since they are in the transition year and grow our program to include all students. We hope to connect each student to a HNMS faculty/staff member.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

Based upon the results of student surveys during the building of the school district's 5 year strategic improvement plan, the Santa Rosa County School District chose one middle school and one high school to pilot a mentor program.

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.

Schedule program to occur on 2nd and 4th Thursday of the month.

Students will go to their regularly scheduled Critical thinking class, which is an elective, and be dismissed to their mentor class from there. The sessions will be 25 minutes long on the 2nd Thursday and 45 minutes on the 4th Thursday since they will be doing Suite 360, their required mental health program.

Person

Responsible

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

Students will check grades and work on organizational skills. Staff will use various activities to develop relationships with their students. Activities have been provided by Ms. Rachelle Wood, SRC ESE Coordinator.

Person

Responsible

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

We will meet with all faculty and staff involved in initiative at the end of the first cycle to assess logistics and adjust schedule as indicated.

Person

Responsible

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

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.

We have a very active School Advisory Council as well as an active PTSA. We have a strong relationship with our military liaisons from Hurlburt, NAS Whiting, and Eglin AFB. HNMS will host several parent events including Open House, Veteran's Day Breakfast; Take Your Parents to School Days; First Responders Appreciation Breakfast; along with Band and Family Night Events. HNMS has a strong "family" feel; we strive to put the personal back in personnel. We have monthly "block parties" on the halls. This year I will randomly select 5-6 faculty/staff member to have lunch with me in the front conference room each month; likewise I will choose a table to sit at in the cafeteria to eat with the kids once a month. HNMS also has strong ties to our veteran's organizations, especially through our Student Leadership Development Class. SRCSD does yearly surveys to help us target the areas the community feels we need to improve on. We keep an up-to-date web site and Facebook page as well. HNMS also partners with our local churches to provide weekend food bags. We are on the Navarre Chamber Education Committee as well.

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

Community partnerships help us to stay connected with our area. Our military Liaisons are valuable in keeping us in the loop when it comes to our military families and their needs. Hurlburt Field frequently surpluses items such as computer monitors; office chairs/furniture; power cords; computer sound bars; binders and other stationary supplies. Our Military Family Life Counselors are vital to our school and kids providing guidance and counseling as needed.

Holley Navarre Middle School's Advisory Council are a valuable part of our school culture. They not only vote on School Improvement Plans and Budgets but help us make decisions regarding events that come up during the year. They provide a valuable perspective from outside the educational setting.

PTSA members are the heart of the faculty and staff, frequently providing little gifts, luncheons, grants and generally remind the teachers and staff that they are valued.

Teachers/staff actively participate in our PBIS program and academic reward programs. Many of our teachers sponsor before or after school clubs and participate in class challenges and dress up days. We have 6 specialized units and we pair our upperclassman with the students for academic activities; recycling program; ESE games.