

Santa Rosa County School District

West Navarre Primary School



2020-21 Schoolwide Improvement Plan

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West Navarre Primary School

1955 LOWE RD, Navarre, FL 32566

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

Demographics

Principal: William Price III

Start Date for this Principal: 11/1/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

WNPS is a community of learners and leaders who care for each other, work together, and celebrate accomplishments both big and small.

Provide the school's vision statement

Preparing young learners by educating and inspiring them to launch down their pathway of future success.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Price, William	Principal	Responsible for establishing clear vision, planning and communicating effectively, connecting and growing others, and ensuring follow through on projects and activities.
Blalock, Deanna	Assistant Principal	Responsible for supporting the principal and the school in all areas.
Brown, Erin	Teacher, K-12	First Grade Teacher and Grade Level Chair - Responsible for instructing, assessing and supporting first grade students and for providing insight, communication, and feedback to/from first grade teachers.
De Pasquale, Pam	Teacher, ESE	ESE Teacher and Grade Level Chair - Responsible for instructing, assessing and supporting ESE students and for providing insight, communication, and feedback to/from ESE teachers.
Durham, Stacey	Teacher, K-12	First Grade Teacher and Grade Level Chair - Responsible for instructing, assessing and supporting first grade students and for providing insight, communication, and feedback to/from first grade teachers.
Johnson, Trendi	Teacher, K-12	Kindergarten Teacher and Grade Level Chair - Responsible for instructing, assessing and supporting kindergarten students and for providing insight, communication, and feedback to/from kindergarten teachers.
Pena, Sarah	Teacher, K-12	Kindergarten Teacher and Grade Level Chair - Responsible for instructing, assessing and supporting kindergarten students and for providing insight, communication, and feedback to/from kindergarten teachers.
Rounsaville, Kim	Guidance Counselor	Responsible for working with students, teachers and parents in facilitating and providing student supports.
Stubbs, Darcy	Teacher, ESE	ESE Teacher and Grade Level Chair - Responsible for instructing, assessing and supporting ESE students and for providing insight, communication, and feedback to/from ESE teachers.
Turner, Cheryle	Teacher, K-12	Math Interventionist - Responsible for providing math intervention and support to students in need and providing leadership and support to teachers in the area of math.

Name	Title	Job Duties and Responsibilities
Wilcox, Shawn	Instructional Coach	Academic Intervention Specialist - Responsible for providing ELA intervention to students and supporting teachers and parents in the area of English Language Arts.
Wilson, Colleen	Teacher, K-12	Second Grade Teacher and Grade Level Chair - Responsible for instructing, assessing and supporting second grade students and for providing insight, communication, and feedback to/from second grade teachers.

Demographic Information

Principal start date

Saturday 11/1/2014, William Price III

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

65

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-2
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	English Language Learners
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade

	2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	239	277	246	0	0	0	0	0	0	0	0	0	0	762
Attendance below 90 percent	6	19	9	0	0	0	0	0	0	0	0	0	0	34
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	1	0	0	0	0	0	0	0	0	0	0	2

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	13	2	0	0	0	0	0	0	0	0	0	0	18
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

Monday 6/15/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	293	303	327	0	0	0	0	0	0	0	0	0	0	923
Attendance below 90 percent	16	16	16	0	0	0	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	2	0	0	0	0	0	0	0	0	0	0	2

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	13	12	1	0	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	293	303	327	0	0	0	0	0	0	0	0	0	0	923
Attendance below 90 percent	16	16	16	0	0	0	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	2	0	0	0	0	0	0	0	0	0	0	2

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	13	12	1	0	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	68%	57%	0%	64%	56%
ELA Learning Gains	0%	64%	58%	0%	53%	55%
ELA Lowest 25th Percentile	0%	56%	53%	0%	45%	48%
Math Achievement	0%	72%	63%	0%	72%	62%
Math Learning Gains	0%	67%	62%	0%	62%	59%
Math Lowest 25th Percentile	0%	52%	51%	0%	52%	47%
Science Achievement	0%	65%	53%	0%	64%	55%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	54
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	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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
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
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

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Students at West Navarre Primary School do not take the Florida Standards Assessment since all of our students are in grades Pre-K through second. Our students take STAR, STAR Math, and STAR Early Literacy assessments depending on their grade level. Based on these assessments and comparison to the rest of the district, our KG students scored lowest of the three grade levels (77% proficient). While this was our lowest grade level, it was third in the district (based on average scale score) and 2nd in growth on the STAR Early Literacy assessment based on the mid-year assessment. Due to statewide quarantine, we were not able to give the end of the year assessment. Our sub scores and further conversation with KG staff revealed that a specific area of need from prior years is phonics and phonemic awareness.

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

Students at West Navarre Primary School do not take the Florida Standards Assessment since all of our students are in grades Pre-K through second. Our students take STAR, STAR Math, and STAR Early Literacy assessments depending on their grade level. We ended the school year under a statewide quarantine and we were not able to administer an end of the year assessment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

We do not have state data to compare Renaissance scores.

Which data component showed the most improvement? What new actions did your school take in this area?

As mentioned above, our KG scores showed significant improvement based on district comparisons at the mid-year assessment. We believe this is due, in large part, to our focus on phonics and phonemic instruction in kindergarten. We began using Heggerty in all of our KG classrooms and teachers reported this program was effective in their use with students. Additionally, we had 12 teachers participate in LETRS training and they reported an impact that this training had on them and their students.

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

Our two areas of concern are phonics and phonemic awareness instruction/intervention, based on previous years' information and data and the loss of 45 days of instruction from last school year and students with an attendance rate of below 90%.

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

1. Strengthening phonics and phonemic awareness instruction at the KG and 1st grade level.
2. Strengthening phonics and phonemic awareness intervention at all grade levels, KG - 2nd.

3. Improving attendance rates for all students and/or increasing parent feedback/response when students are out.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	After further review of our Kindergarten and 1st Grade scores on the STAR Early Literacy (STAR-EL) assessment, we found that our phonics and phonemic awareness subscores were among our lowest categories. This belief was also verified after conversations with grade level teachers and data meetings.
Measureable Outcome:	Our goal is for our KG and 1st Grade STAR-EL scores to be at or above the district average as measured on the end of the year assessment.
Person responsible for monitoring outcome:	William Price (pricew@santarosa.k12.fl.us)
Evidence-based Strategy:	Purchase and utilization of Heggerty (KG & 1st) and ESGI (KG).
Rationale for Evidence-based Strategy:	WNPS has partnered with our district literacy department to purchase a program called Heggerty for KG and 1st grade instruction to supplement our phonics and phonemic awareness instruction. We are also using Heggerty to provide targeted intervention for second graders who need support in phonemic awareness. Additionally, we have purchased a computer program called ESGI to support our kindergarten teachers in assessing and monitoring their students' performance throughout the year. Finally, our school has partnered with our district ESE and Literacy Departments for more of our teachers (12 last year) to participate in LETRS training.

Action Steps to Implement

1. Purchase resources (complete)
 2. Distribute to teachers (complete)
 3. Begin implementation (ongoing)
 4. Support teachers (as needed)
 5. Review effectiveness (end of year)
- Person Responsible** William Price (pricew@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Because our students were not in school for the last 45 days, specific interventions will be needed in phonics and phonemic awareness because these two areas are critical for primary-aged students to be able to read proficiently. Teachers have already reported two weeks into the year that many of their students are low.

Measureable Outcome: Our goal is to be below the district average for percentage of students who fall into the Risk categories as measured by STAR, STAR-EL, and STAR Math.

Person responsible for monitoring outcome: William Price (pricew@santarosa.k12.fl.us)

Evidence-based Strategy: In partnership with our district Literacy Department and ESE department, we will be utilizing two new programs to support our students who need intervention in ELA or targeted ESE support in ELA (in second grade). District leadership has purchased material by the 95% Group to use as targeted intervention for students in the MTSS process. Our district ESE department has partnered with WNP to pilot SPIRE for our lowest second grade students in ELA.

Rationale for Evidence-based Strategy: Material from the 95% Group is research-based and has a strong emphasis in phonics and phonemic awareness, which is a need for students receiving interventions at WNPS. SPIRE is also research-based and matches the needs of our students.

Action Steps to Implement

1. Purchase material (complete)
2. Distribute to teachers (complete)
3. Deliver training
4. Support teachers/staff (as needed)
5. Measure effectiveness (ongoing/end of year)

Person Responsible William Price (pricew@santarosa.k12.fl.us)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on our data review, 34 of our students had an attendance rate of less than 90%. We expect this number to increase significantly as we are in the midst of a global pandemic. Many studies support that a lack of regular attendance is one of the most significant barriers to academic proficiency.

Measureable Outcome: Our goal is for 90% of our students to have an attendance rate of better than 90%. Also, our goal is to have over 90% of absences excused by either a parent or doctor's note.

Person responsible for monitoring outcome: Kim Rounsaville (rounsavillek@santarosa.k12.fl.us)

Evidence-based Strategy: Regular communication with parents regarding attendance. Ongoing support to students and families who struggle with high absenteeism. Recognition of students with excellent attendance.

Rationale for Evidence-based Strategy: Many studies show that a strong home-to-school connection and support is the best way to improve student attendance.

Action Steps to Implement

1. Identify students with high absentee rates. (ongoing)
2. Communicate and reach out to families for support. (ongoing)
3. Inform parents of the number of absences. (ongoing)

Person Responsible Kim Rounsaville (rounsavillek@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school is dedicated to building positive relationships with our students, families, and community stakeholders through various activities. Our primary focus is to maintain positive relationships through regular communication and feedback. This is a specific area of focus for WNPS this year and we are taking steps to be more active in our conversations through an increased presence on social media and virtual platforms due to COVID-19, utilizing video, both in-house on ITV and through social media outlets. Administration is also present and active at monthly PTO meetings.

Other activities also include the following: 1) The Early Intervention Program: a district initiative to support intervention (Grades K-3) in reading, 2) provision of extended learning time, 3) a math and science initiative on Florida Standards, 4) Family Engagement, 5) Professional Development, and 6) school-based initiatives based on student needs. This year, we will also be including support for our parents of remote learners and helping them to support their children as they learn from home. Our school-based Title I Program works to provide additional programs, curriculum, parent training, personnel, parent involvement, and professional development to staff so that we may better serve the needs of all students at our school. Our Title I program includes a detailed Family Engagement Plan as well as Family Engagement Activities scheduled throughout the school year. Some of these activities include: STEAM Night, Book Fair, and Reading Under the Stars. Our Title I program also provides an opportunity for our students to participate in additional assessments to help us prepare for standardized assessments, such as Renaissance.

Parent Family and Engagement Plan (PFEP) Link

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