

Santa Rosa County School District

West Navarre Primary School



2021-22 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: Deanna Blalock

Start Date for this Principal: 1/20/2020

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)	English Language Learners
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	[not available]

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/5/2021.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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
Blalock, Deanna	Principal	Responsible for establishing clear vision, planning and communicating effectively, connecting and growing others, and ensuring follow through on projects and activities.
Goodin, Lauren	Assistant Principal	Responsible for supporting the principal and the school in all areas.
Rounsaville, Kim	Guidance Counselor	Responsible for working with students, teachers and parents in facilitating and providing student supports.
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.

Demographic Information

Principal start date

Monday 1/20/2020, Deanna Blalock

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.*

0

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.*

0

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

750

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

16

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

18

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	215	258	251	0	0	0	0	0	0	0	0	0	0	724
Attendance below 90 percent	41	47	58	0	0	0	0	0	0	0	0	0	0	146
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	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	0
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	0	0	0	0	0

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	4	1	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/9/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	215	258	251	0	0	0	0	0	0	0	0	0	0	724
Attendance below 90 percent	13	40	29	0	0	0	0	0	0	0	0	0	0	82
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	1	0	0	0	0	0	0	0	0	0	0	5
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).

Grade Level Data Review - State Assessments

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

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

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

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

Grade Level Data Review - Progress Monitoring Assessments

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

West Navarre Primary school uses Renaissance Star Early Literacy, Star Reading and Star Math as our progress monitoring tool.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	281/59%	302/76%	301/77%
	Economically Disadvantaged	63/54%	69/68%	69/77%
	Students With Disabilities	58/45%	59/66%	59/66%
	English Language Learners	7/14%	9/56%	9/89%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	281/74%	301/88%	301/89%
	Economically Disadvantaged	63/65%	69/81%	69/81%
	Students With Disabilities	58/66%	59/80%	59/81%
	English Language Learners	7/71%	9/89%	9/67%

Grade 2					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		248/62%	260/77%	274/82%
	Economically Disadvantaged		34/47%	38/68%	42/74%
	Students With Disabilities		46/35%	49/43%	49/59%
	English Language Learners		3/0%	3/33%	3/67%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		248/70%	262/81%	273/88%
	Economically Disadvantaged		34/53%	38/63%	42/67%
	Students With Disabilities		46/46%	49/59%	49/71%
	English Language Learners		3/0%	3/67%	3/67%
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL											
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	82
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	82

ESSA Federal Index	
Total Points Earned for the Federal Index	82
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	82
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	
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 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?

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 Reading, 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 Kindergarten and 1st grade students scored the lowest of the three grade levels in Reading with 78% of our students demonstrating proficiency. While these were our lowest grade levels we were above the district average. Based on STAR Math end of the year data, 2nd grade scored the lowest with 88% of our students demonstrating proficiency. This is well above the district and state average. Our Students With Disabilities scored the lowest of our subgroups. In 1st grade they demonstrated 66% proficiency and in 2nd grade they demonstrated 59% proficiency.

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

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 Reading, STAR Math, and STAR Early Literacy assessments depending on their grade level. Our students demonstrated proficiency levels at or above the district and state average in all core content areas and subgroups.

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

Although our progress monitoring data reflected a high percentage of student proficiency in all grade levels, we anticipate a higher percentage of students will be in need of intervention during the 2021-2022 school year due to remote learning or excessive absences related to Covid. We hired additional reading and math intervention teachers to provide intensive academic support to maintain student proficiency at or above the district level.

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

Our KG scores showed significant improvement. We believe this is due, in large part, to our focus on phonics and phonemic instruction in kindergarten.

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

We began using the Heggerty phonemic awareness curriculum in all of our kindergarten classrooms and teachers reported this program was effective in their use with students. Additionally, we had multiple teachers participate in LETRS training and they reported that this training had a positive impact on them and their students' learning.

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

Our two areas of concern are phonics and phonemic awareness instruction/intervention, based on previous years' information. We adopted a new core curriculum which is focused on the science of reading and the BEST standards. This curriculum will be used with fidelity. We will utilize differentiated Tier 1 instruction to meet the needs of all students and implement evidence-based interventions to meet the needs of our struggling 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.

Teachers will increase their understanding and mastery of the new Florida BEST standards by participating in ELA professional development provided by the school and district throughout the school year. Teachers will work together in Professional Learning Communities to create standards-based learning scales and rubrics for use in the classroom. Instructional staff will also receive ongoing coaching and support as they utilize the new HMH Into Reading curriculum. LETRS training will continue to be offered to teachers, as part of WNP's continued partnership with the district's Literacy and ESE departments.

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

WNPS will utilize our district level Literacy staff and our school level Academic Intervention Specialist to provide professional development and utilize evidence-based strategies to enhance student performance in the foundations of reading.

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 sub scores were among our lowest categories. We will also focus on 2nd grade due to an expected need for phonics and phonemic awareness in this grade level due to academic regression or lack of exposure as a result of Covid protocols.

Measureable Outcome: Our goal is for our KG, 1st, and 2nd grade STAR-EL scores to be at or above the district average as measured on the end of the year assessment.

Monitoring: West Navarre Primary Students do not take the Florida Standards Assessment. Our students take STAR, and STAR Early Literacy assessments depending on their grade level.

Person responsible for monitoring outcome: Deanna Blalock (blalockd@santarosa.k12.fl.us)

Evidence-based Strategy: WNPS will use HMH Into Reading for our core curriculum. We 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 95% Group and SIPPs to provide targeted intervention for students 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 to provide our teachers the opportunity to participate in LETRS training and become Reading Endorsed. We will utilize Title I funds to provide professional development to all school staff to improve student academic achievement as it relates to English Language Arts.

Rationale for Evidence-based Strategy: WNPS partnered with our Literacy Department to purchase research based core curriculum and intervention materials to target foundational reading skills with a focus on phonics instruction and phonemic awareness.

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: Deanna Blalock (blalockd@santarosa.k12.fl.us)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on our data review, 218 of our students had an attendance rate of less than 90%. This is a significant increase due to community health concerns related to Covid which required students to quarantine. 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.

Monitoring: Attendance will be regularly monitored through our FOCUS Student Information System and our school -Based Integrated Services team.

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

Evidence-based Strategy: Utilization of the Early Warning System in Focus to identify students with absences greater than 10%. Regular communication with parents regarding attendance. Ongoing support to students and families who struggle with high absenteeism. Recognition of students with excellent attendance. Capturing Kids Hearts. We will utilize Title I funds to provide professional development to all school staff to improve student academic achievement and attendance rates.

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)
4. Provide parent support and education (ongoing)

Person Responsible [no one identified]

#3. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: 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. West Navarre Primary seeks to build meaningful relationships with parents and families in order to partner with and empower parents and families as their child's first and most important teacher

Measureable Outcome: WNPS will Increase attendance and involvement in family engagement activities and events.

Monitoring: WNPS will monitor attendance and involvement through ongoing parent engagement surveys.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: West Navarre Primary will annually establish SAC and PTO committees. We will create a welcoming school culture that invites family engagement as a core value. We will connect school and home literacy by recognizing and incorporating home literacy practices in the curriculum, which includes Storybook Treasures, One Book One School, and our Santa Rosa County School District Read at Home Plan. We will further strengthen the school to home literacy connection by offering open library nights for our families to visit the WNP library. We will engage families in science and math curriculum through our annual STEAM Night. Last, we will provide math resources and support for families to utilize at home. We will utilize Title I funds to provide professional development to all school staff to improve student academic achievement as it relates to parent involvement.

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

Action Steps to Implement

1. Build Capacity through Parent and family events (Ongoing)
2. Offer flexible times and dates for events and meetings (Ongoing)
3. Provide numerous outlet for Communication with parents and families (Ongoing)
4. Parent Engagement Surveys (Ongoing)

Person Responsible Deanna Blalock (blalockd@santarosa.k12.fl.us)

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Our Students With Disabilities scored the lowest of our subgroups. In 1st grade they demonstrated 66% proficiency and in 2nd grade they demonstrated 59% proficiency.
Measureable Outcome:	Our goal is for our KG, 1st and 2nd grade Students with Disabilities STAR-EL/Reading, and Math scores to be at or above the district average as measured on the end of the year STAR assessment.
Monitoring:	West Navarre Primary Students do not take the Florida Standards Assessment. Our students take STAR, and STAR Early Literacy assessments depending on their grade level.
Person responsible for monitoring outcome:	Deanna Blalock (blalockd@santarosa.k12.fl.us)
Evidence-based Strategy:	WNPS uses HMH Into Reading for our core curriculum. Our CBSA classrooms uses Encore, in addition to HMH Into Reading as their core curriculum. We have purchased Heggerty for KG and 1st grade instruction to supplement our phonics and phonemic awareness instruction. We are also using 95% Group and SIPPs to provide targeted intervention for students 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. Our school has partnered with our district ESE and Literacy Departments to provide teachers the opportunity to participate in LETRS training and to provide professional development to support our ESE students and staff. We will utilize Title I funds to provide professional development to all school staff to improve student academic achievement as it relates to closing the achievement gap for students with disabilities.
Rationale for Evidence-based Strategy:	WNPS partnered with our Literacy Department to purchase research based core curriculum and intervention materials to target foundational reading skills with a focus on phonics instruction and phonemic awareness.

Action Steps to Implement

1. Purchase resources (Ongoing)
2. Distribute to teachers (Ongoing)
3. Begin implementation (Ongoing)
4. Support teachers (Ongoing)
5. Review effectiveness (Ongoing)

Person Responsible Deanna Blalock (blalockd@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

In comparison of discipline data across the state, West Navarre Primary is very low in our rate of Out of School Suspensions and violent acts. We are a Model School for PBIS and hold monthly Threat Assessment Team meetings to monitor and discuss students who may have discipline struggles. Both of these initiatives significantly reduce behaviors which would result in Out Of School Suspensions.

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.

West Navarre Primary 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 Stay at Home learners and helping them to support their children as they learn from home due to being Covid positive or exposed. 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.

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

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. At WNPS we work closely with our parents through our PTO and Sac. We also offer many opportunities for our parents to be involved in school processes. We will continue to find creative ways to involve parents in small groups, individually, or virtually when we are restricted from having large group gatherings due to Covid related restrictions.