



Navigating Challenges: Building Resiliency in Santa Rosa County District Schools



Enrollment & Staffing

- Students continue to enroll daily!
- Current enrollment is **29,383**
- Projected at **29,528**
- Currently we have **2,007** teachers, **892** support staff and contract for bus drivers, food services and custodial services.
- 2022-2023 graduation rate of 90.4%

2023 State Assessment Results



Top 10 district in
English Language Arts



Top 10 district in
Math



Top 10 district in
Science and Biology



Top 10 district in
Civics and US History



Santa Rosa 8th Grade-
22% above the state
average



"RESILIENCE
is all about being able to
overcome the unexpected.
Sustainability is about
survival.
The goal of resilience is to
THRIVE."

-Jamaïs Cascio

Royal Flush

What are Your Top 5 Traits?



Characteristics of a Resilient Leader

1. Proactive and Forward-Thinking
2. Clear Expectations
3. Purpose-Driven
4. Visionary
5. Collaborative
6. Positive Problem Solver
7. Student-Centered
8. Adaptable
9. Effective Communicator
10. Create and Maintain Positive Culture and Climate
11. Gains Perspective
12. Empathetic and Understanding to Diverse Needs
13. Capacity to Inspire to Motivate
14. Self-Aware
15. Optimistic
16. Growth Mindset
17. Intentional
18. Fosters and Builds on Positive Relationships
19. Patience
20. Courage





COVID Pandemic

**Eroded Trust
from the Public**

**Increased
Educational
Options for
Families**

**Mental
Health**

**Remote
Learning**

Teacher Shortage

**Parent
Engagement**

**Changes in
Assessment**



Mission & Vision

Mission: Love, educate, and prepare all students for graduation and a successful future.

Vision: Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.



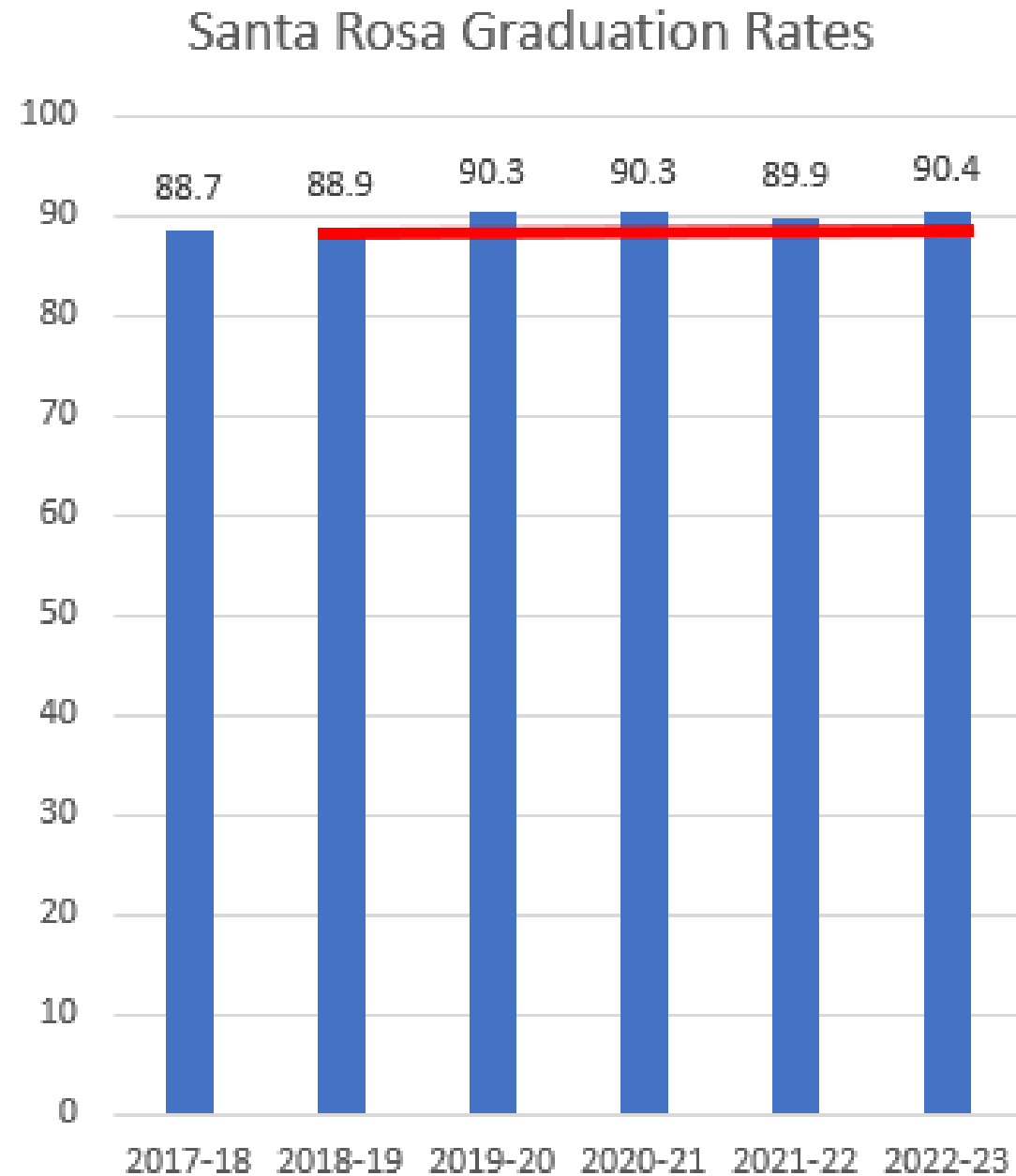


All students are capable of learning, graduating high school, and reaching their highest potential.

All students deserve superior, high-quality educational opportunities.

It takes all stakeholders working together to meet the needs of the students.

District Graduation Rates



Graduation Workgroup



GRADUATION
DASHBOARD



EMPHASIS ON
CODING/TRAINING



DNE FOLLOW-UP



RETENTION POLICY
CHANGE

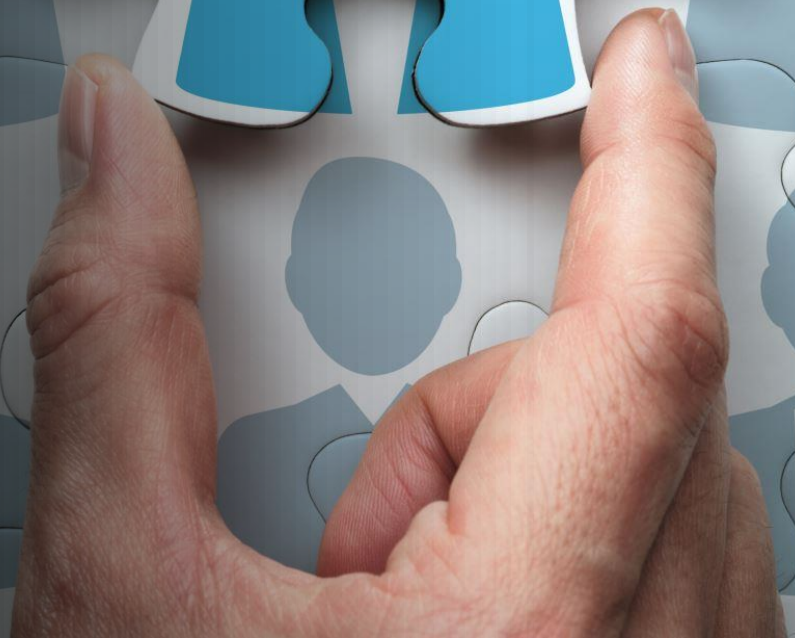
Continuous Improvement

- Summer-School Improvement Plan Workshop
 - Follow-up work session
- MTSS Restructure for High Schools
- First/Second Semester School Improvement Reviews
- War Room Activities
 - School Improvement
 - ESSA
 - Students with Disabilities





Success Coaches



Senior Scholarships

12.3% Increase!!!

2021-2022	\$30,318,271
2022-2023	\$34,533,803

Teacher Academy

The Teacher Academy is a program in which high school students can elect to take courses to learn the basics of being a professional teacher.





Hope Squad

Hope Squad is a peer-to-peer suicide prevention program. Hope Squad members are nominated by their classmates as trustworthy peers and trained by advisors. The program reduces the risk of youth suicide through education, training, and peer intervention.



Mentoring/Tutoring as a culture

School-based
Mentoring Programs

Real-Time tutoring for all
24/7

Teacher
Academy/Tutoring

HOW PRINCIPALS AFFECT STUDENTS AND SCHOOLS

Engaging in instructionally focused interactions with teachers. Forms of engagement with teachers that center on instructional practice, such as teacher evaluation, instructional coaching, and the establishment of a data-driven, school-wide instructional program to facilitate such interactions.

Building a productive school climate. Practices that encourage a school environment marked by trust, efficacy, teamwork, engagement with data, organizational learning, and continuous improvement.

Facilitating productive collaboration and professional learning communities. Strategies that promote teachers working together authentically with systems of support to improve their practice and enhance student learning.

Managing personnel and resources strategically. Processes around strategic staffing and allocation of other resources.



RESEARCH REPORT

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

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Commissioned by
Wallace



The Opportunity Myth is...

the idea that if students come to school prepared and do the work that is presented to them by their teachers, they will succeed and be academically ready for the next level of learning.



These four resources make a difference.
When students get greater access to them, their outcomes improve.

In our sample, all students made:



...that's especially true for students who started the year below grade level.

In our sample, students who started the year performing substantially below average made:



MAKE TWO CORE COMMITMENTS TO STUDENTS AND THEIR FAMILIES EVERY DAY!

1

Every student should have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations, every day, in every class.

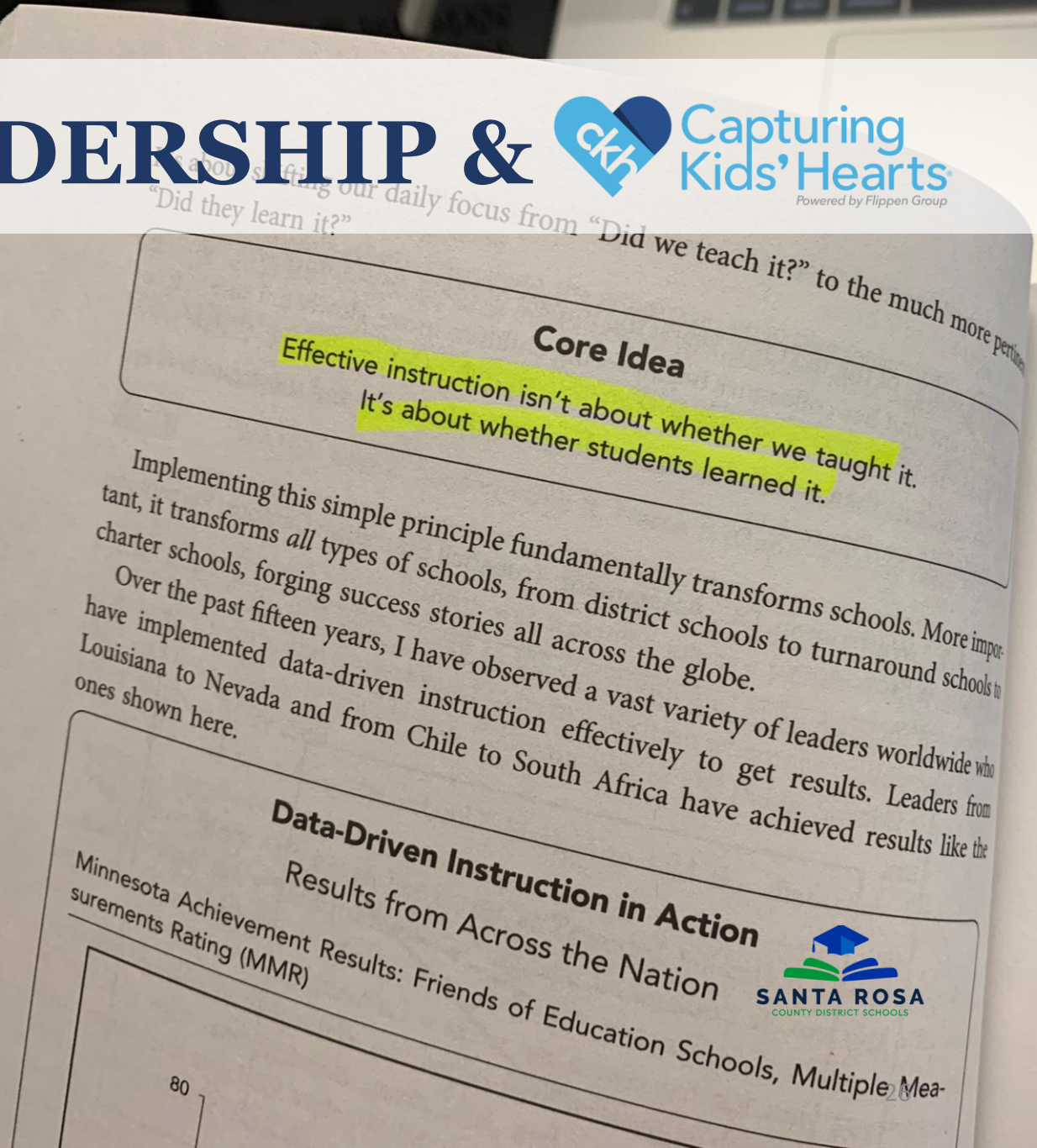
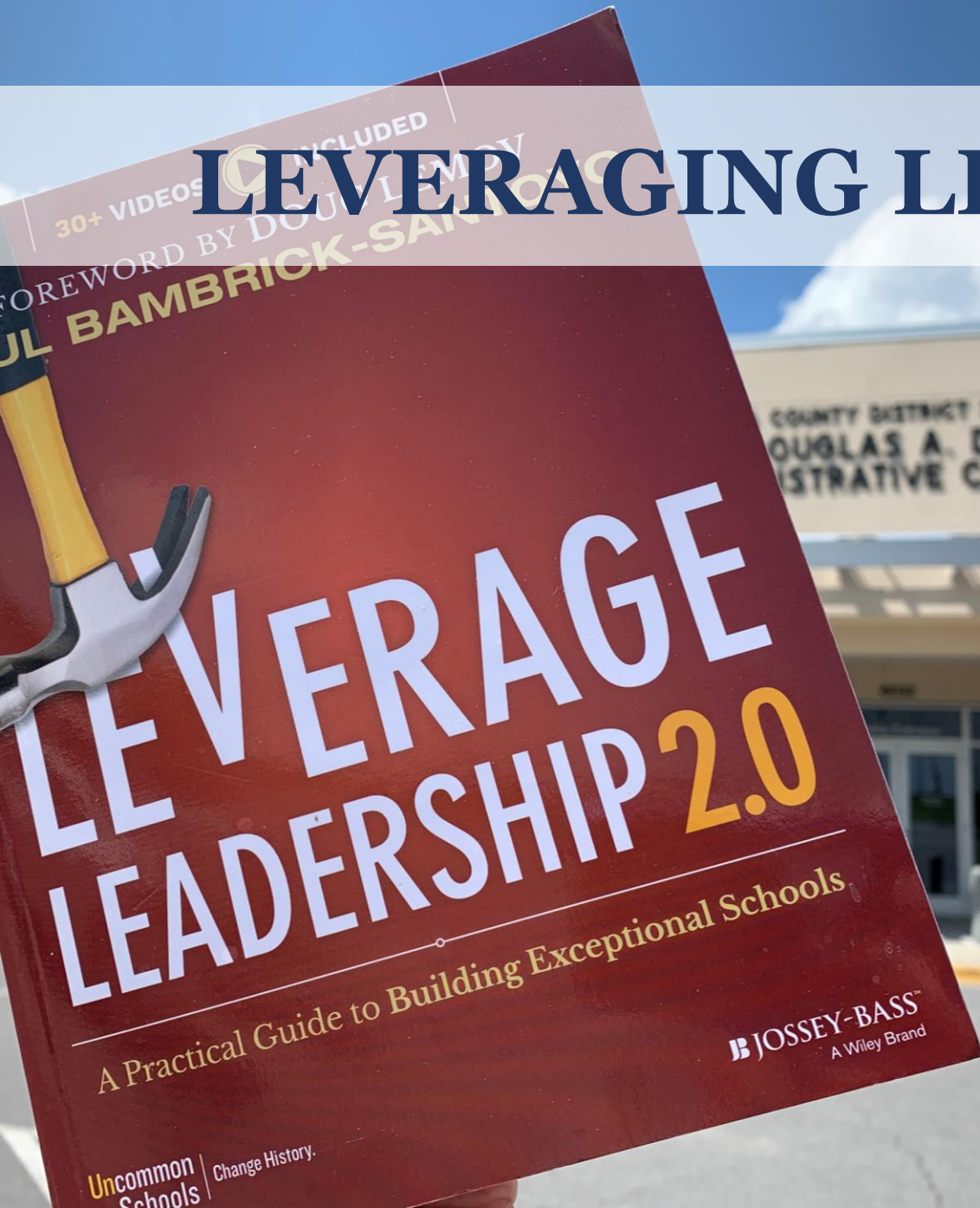
2

Every student and family is an authentic partner and should have real opportunities to shape the experiences students have in school, receive accurate and accessible information about students' progress, and have a legitimate role in decision-making.

SOURCE: Value-added models

TNTP. (2018). The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It.

LEVERAGING LEADERSHIP &



Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor

STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

CONDITIONS FOR LEARNING

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

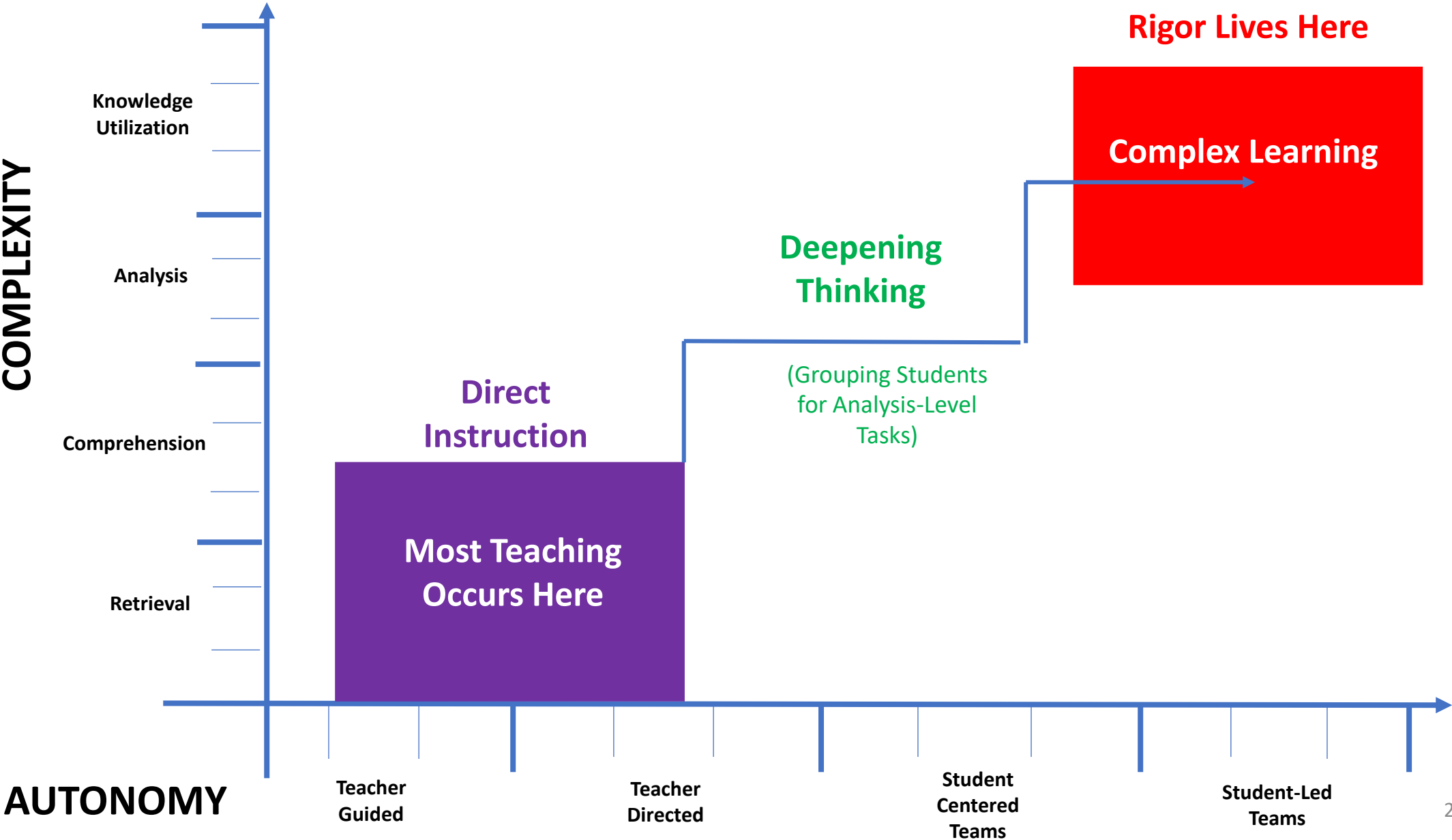
STANDARDS-BASED INSTRUCTION

- Identifying Critical Content from the Standards
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

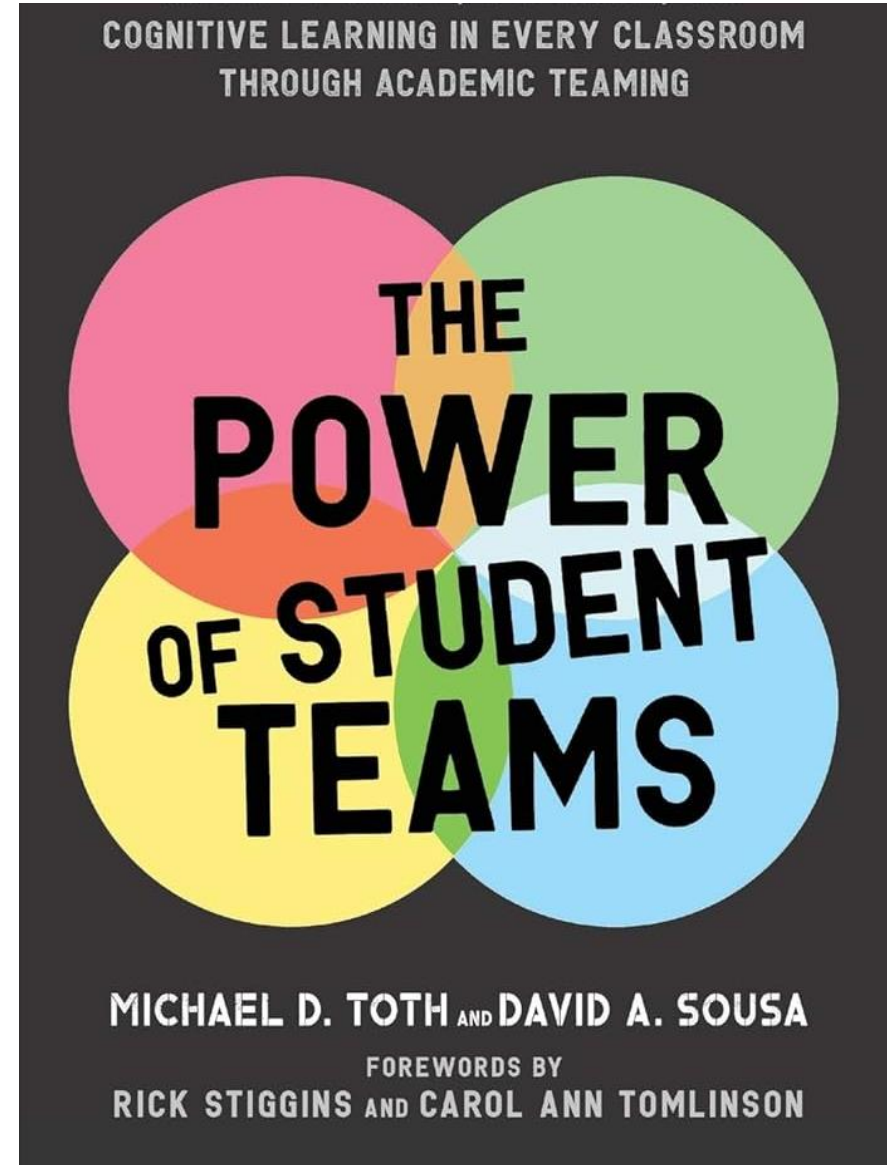
PROFESSIONAL RESPONSIBILITIES

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

Achieving Rigor in the 21st Century Classroom



The Resource

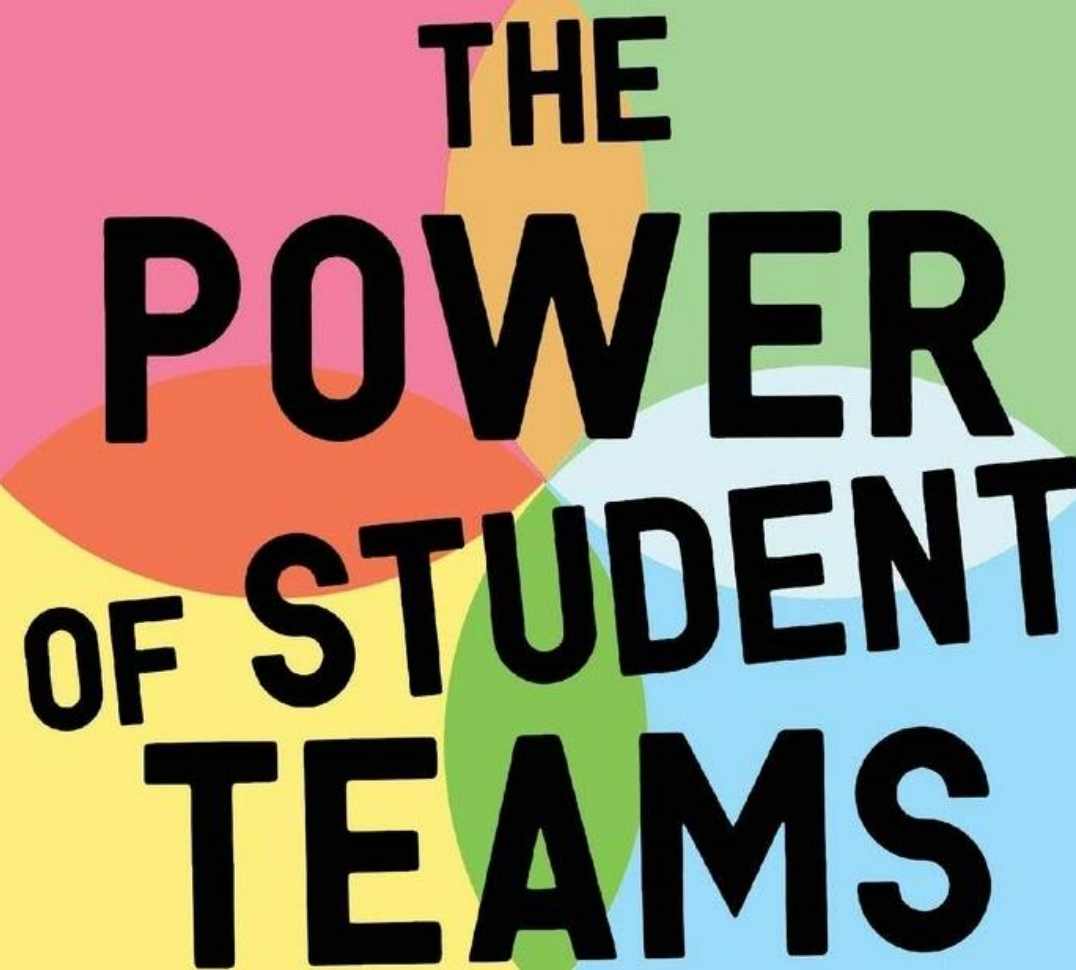


NEUROSCIENCE AND OTHER SCIENCES

EXPERIENCES FROM SUPERINTENDENTS
AND STUDENTS FROM DOZENS OF SCHOOLS
AROUND THE WORLD

CONNECTIONS TO
21ST CENTURY SKILLS, GROWING
STUDENT BEHAVIOR

Student-led academic teaming at the
level, providing a path to success in
school. This is the last major school



THE POWER OF STUDENT TEAMS

This book
presents evidence
that academic
teaming is a sound,
legitimate way for
teachers to enhance
learning and engage
students in ways that

The Power of
Student Teaming
stands in a tradition
started with Plato,
Rousseau, and Dewey.
Students who
take greater
responsibility
for their own
learning will
learn more
effectively.

learn
The book
yet convey

How
can
academic
achievement.



W. H. Rhodes Elementary School

W. H. Rhodes Elementary School

First Grade Teacher- J. H.

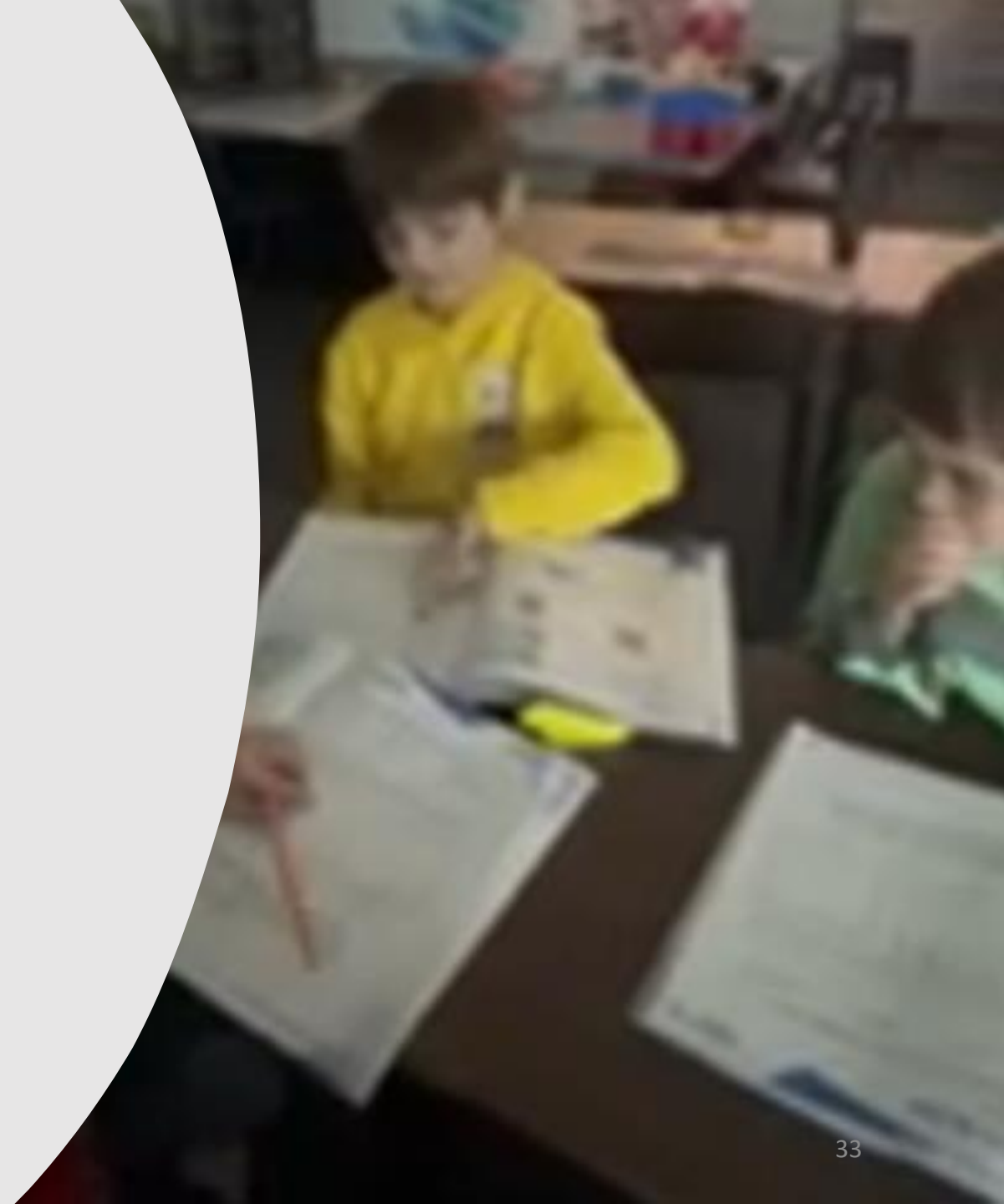
“Academic Teaming enables all students to be successful by allowing them to bring their individual strengths to the team.

Students ask all the time, “Can we work in a team?” They see the benefit and enjoy the success they experience.”



First Grade Teacher- K. C.

“Academic Teaming makes students the star of their learning. They direct it, they own it! I love to see trial and error no longer a thing feared, rather the necessary incipience to academic excellence.”



First Grade Teacher- M. B.

“This was our class teams working on text features. This struggling reader, in foster care, and has a BMP. He worked very hard, as did his classmates, during this activity. He was able add a lot to his team activity. Even though he struggles to read, he was able to point to a text feature in his Scholastic News and then point it out on the projected anchor chart. He told his team “I can’t read, but I KNOW it’s that one up there. (Pointing). His team read it to him, and they wrote it down!”

***Sidenote- On this day, he made a 99% on his behavior sheet! He was super proud to be able to positively contribute to his team!





2nd Grade Teacher- L. C.

“Academic Teaming is used in my classroom across all subjects. My students have learned to embrace their different leadership and team member roles. They have used teaming to become problem solvers and to talk through and understand challenging problems. Academic Teaming is preparing my students to tackle challenging life and academic problems in a logical and thoughtful approach.”

“One of my students was able to explain to his mother, a high school teacher interested in starting SLAT at the high school level, how Academic Teaming works in our classroom. She said he was able to walk her through the different roles and how they solved problems as a team. This really demonstrates how powerful Academic Teaming can be when used in a classroom.”

3rd Grade Teacher- J. E.

“I am enjoying watching the way my students are learning to encourage and appreciate the ideas of their peers. For example, one of my students wanted to share how much his teammate had helped come up with the solution to their shared task. He wanted his teammate to feel proud of the effort and achievement of the goal.”



3rd Grade Teacher- K. R.

“My class and I are just dipping our toes into teaming. So far, it has allowed my students to take control of their own learning and make it meaningful. They are learning so much from their peers though simple conversations- they remember these conversations!”



5th Grade Teacher- A. V.

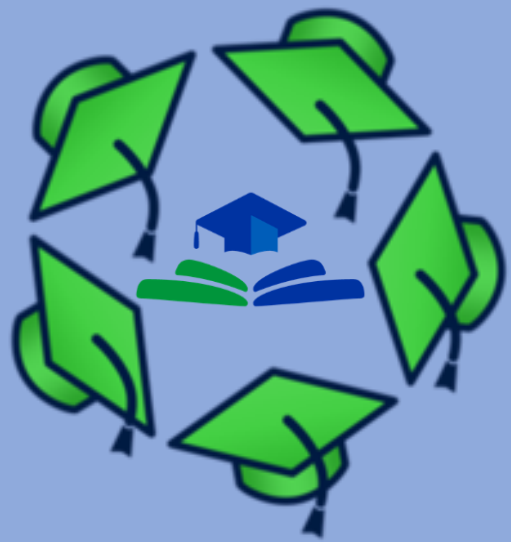
“My students have enjoyed SLAT! They feel more confident in their answers because they get to work through questions with their peers. I have noticed that my classroom community is really great this year compared to years prior. The students are able to work through disagreements better and hold each other accountable if a peer is not pulling their weight in a discussion or assignment. They are not afraid to make mistakes and recognize that their team is there to help them.”





5th Grade Teacher- S. S.

- “Using SLAT in my classroom has allowed my students to learn how to cooperate and talk with their peers. They learn from each other and are more understanding and compassionate when mistakes occur. My students enjoy taking the lead on assignments and being a resource for their classmates.”



Educational Opportunities

Closing the opportunity gap for homeless students

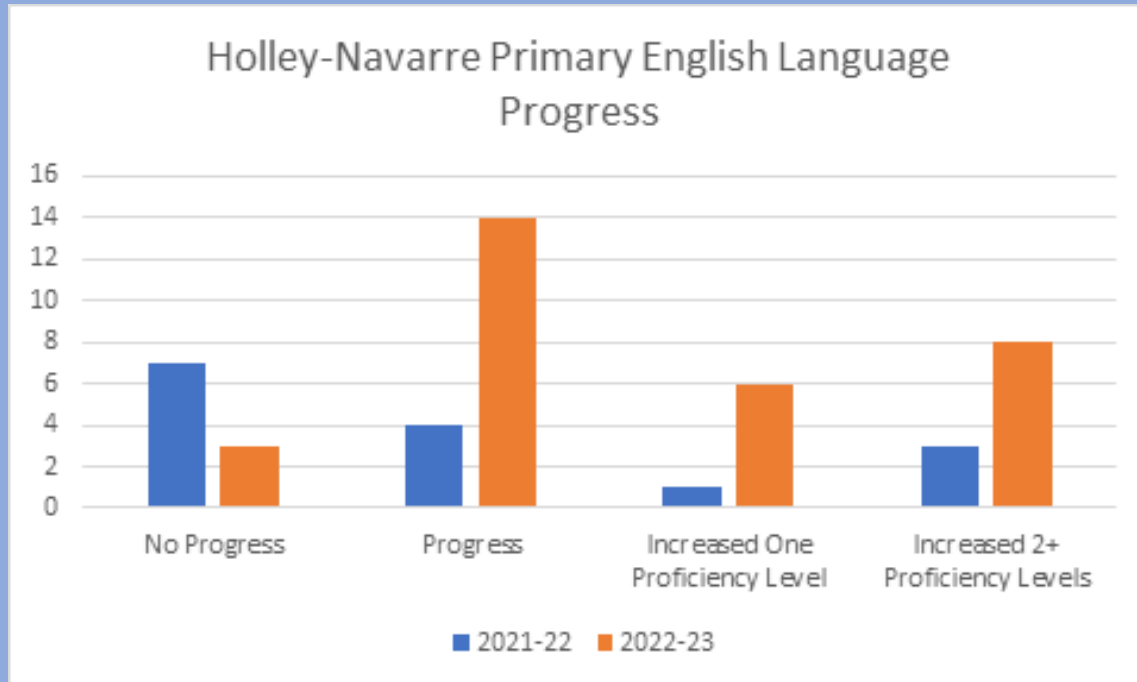


- The graduation rate for homeless students is consistently above the state average.
- Social Workers and McKinney-Vento Teachers work as a team to remove barriers to attendance, passing grades, and graduation.
- Wrap around services provided families the ability to focus on student success.
- Addition of a Guidance Counselor to the staff for 2022-2024

Closing the opportunity gap for ESOL students

2021-22 Federal Index: 40%

2022-23 Federal Index: 82%



Changed Practices in 2022-23:

- Increased focus on family engagement
- Newcomer Kit purchased with Title III funds
- Collaboration among classroom teachers, ESOL paraprofessional, and the ESOL School Liaison
- Increased professional development, including training for school staff to provide Newcomer lessons

The graduation rate for ESOL students in Santa Rosa County is consistently above the state average.

An increase of 10% for the graduation rate of ESOL students was experienced district-wide from 2021-2022 to 2022-2023.



Student Success Story



Closing the opportunity gap for justice involved youth

- Academic success rate: 97%
- Attendance success rate: 96%
- Discipline success rate: 98%
- Completed CAT Team referral services as needed
- Helped students obtain employment through WIOA referrals

Program Highlights

- Assisted students in enrolling in GED programs
- Managed tutoring programs
- Performed credit checklists for students to help motivate to finish high school
- Attended parent/student meetings with Juvenile Probation Officers
- Provided education support for students appearing in court



DJJ RESILIANCY

MIDDLE SCHOOL SUCCESS

An **8th-grade girl** facing a serious **felony charge** off-campus received court-ordered counseling, facilitated by the School Intervention Specialists. The team organized weekly **lunchtime Zoom** sessions at her school, offering positive **support** and allowing her to choose her lunch, creating a comfortable space for effective **counseling on anger management**.

HIGH SCHOOL SUCCESS

After a **year in a DJJ facility**, a young man, lacking only a passing score in **Algebra I EOC**, received **personal coaching** from a Student Intervention Specialist at the district office. With their support, he **achieved a passing score**, earned his **diploma**, and successfully enrolled in the district's **technical college**, thriving in the welding program, showcasing a positive and successful trajectory thanks to the **SIS team's intervention**.

GED SUCCESS

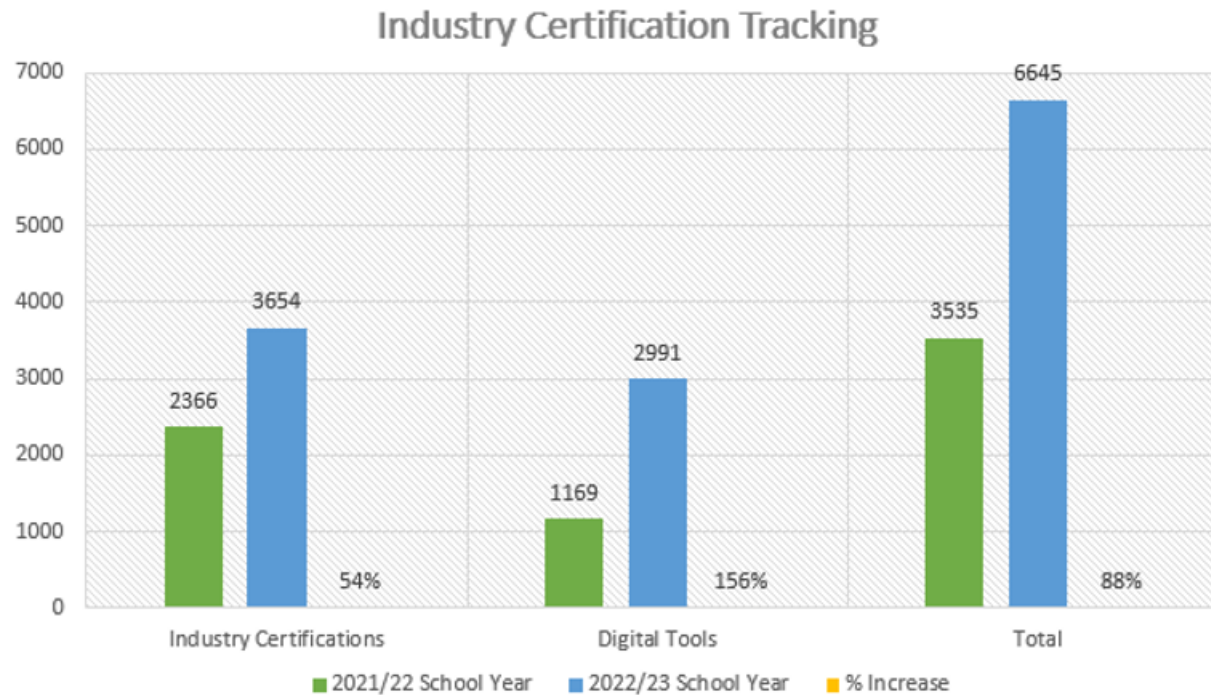
A **foster care youth**, also justice-involved, received **vital support** from the Student Intervention Specialist (SIS) team. Motivated to **secure a job** and pursue a **GED**, the student faced a hurdle in acquiring **special shoes for employment**. The SIS team ensured he had the necessary support, helped him **pass the GED**, guided enrollment in the district's technical college, where he now excels in the **HVAC program**, maintaining a strong connection with the SIS team—a genuine success story.

2022-23 Highlights

- Preparing students for high skill, high wage, in demand occupations across 13 of Florida's 17 career clusters
- 4 Elementary, 35 middle school, 58 high school and 14 adult and 8 high school technical college career training programs
- 3,654 nationally recognized industry certifications earned by middle and high school students
- 2,991 digital tool certifications earned by middle school students
- 131 high school students participated in career dual enrollment with Locklin Technical College
- 143 graduates from Locklin Technical College holding 623 credentials of value entered the workforce
- Expanding Teacher Academies to four of our district high schools and three middle schools while building a partnership with 6 elementary schools to improve literacy in grades K-2

2023 Industry Certification Growth

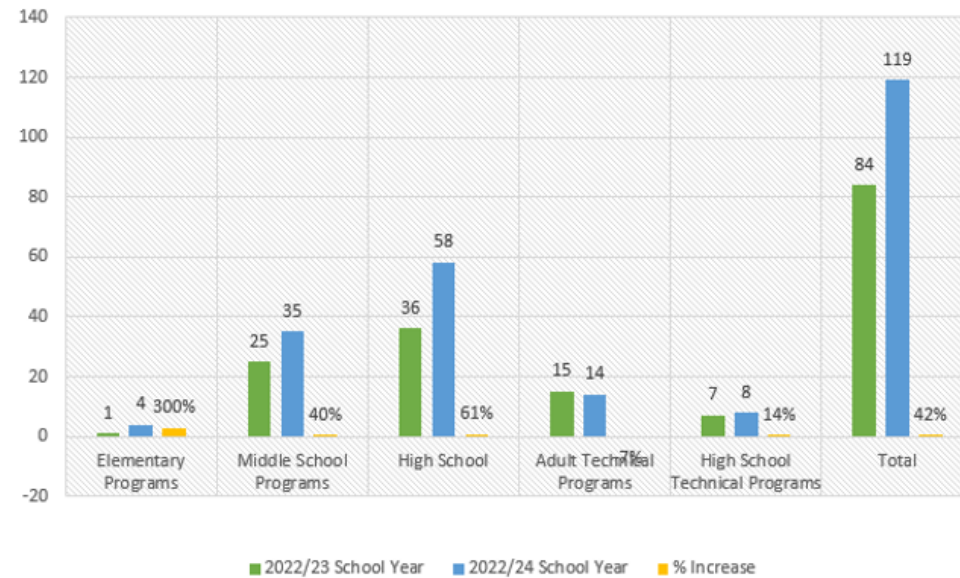
	2021/22 School Year	2022/23 School Year	% Increase
Industry Certifications	2366	3654	54%
Digital Tools	1169	2991	156%
Total	3535	6645	88%



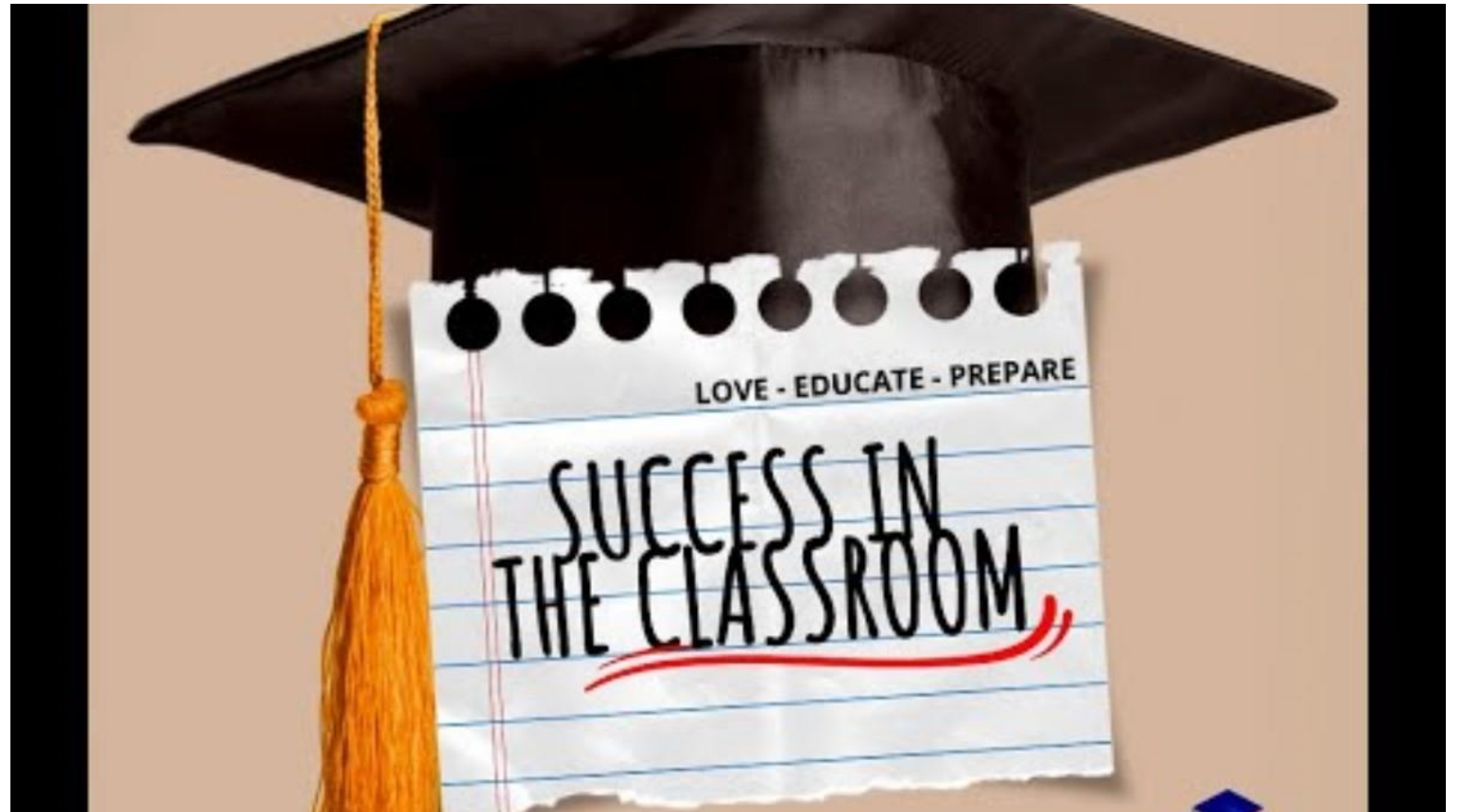
2023 Grade Level CTE Program Growth

	2022/23 School Year	2022/24 School Year	% Increase
Elementary Programs	1	4	300%
Middle School Programs	25	35	40%
High School	36	58	61%
Adult Technical Programs	15	14	-7%
High School Technical Programs	7	8	14%
Total	84	119	42%

Industry Certification Tracking



BROADCAST CLASSROOMS



BROADCAST CLASSROOMS

Phase 1- Fall 2019-Technical offerings

Locklin Technical College
College offering courses to multiple high schools & Middle schools

Phase 2-Fall 2021- Honor/AP Courses

Honor/AP courses
Advanced courses offered between high schools

Phase 3 Fall 2022-"More Core"

More Core (Geometry)
More Core and DE courses offered between middle & high schools

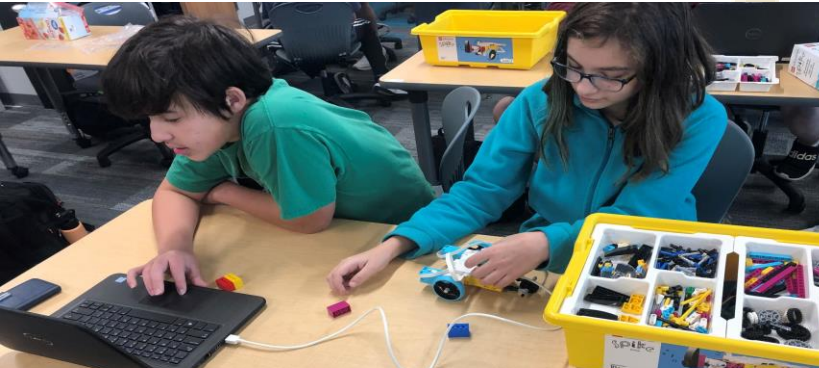
Phase 4 Fall 2024-"Full Circle"

Receiving Schools now a provider
CTE courses offered between high schools

"Future Plans"

District level Studio w/ TSA
Offering courses to multiple schools (World Languages)

SANTA ROSA STEAM INNOVATE!



Connected to the Community



Santa Rosa County
District Schools, Florida



srcschoolsfl



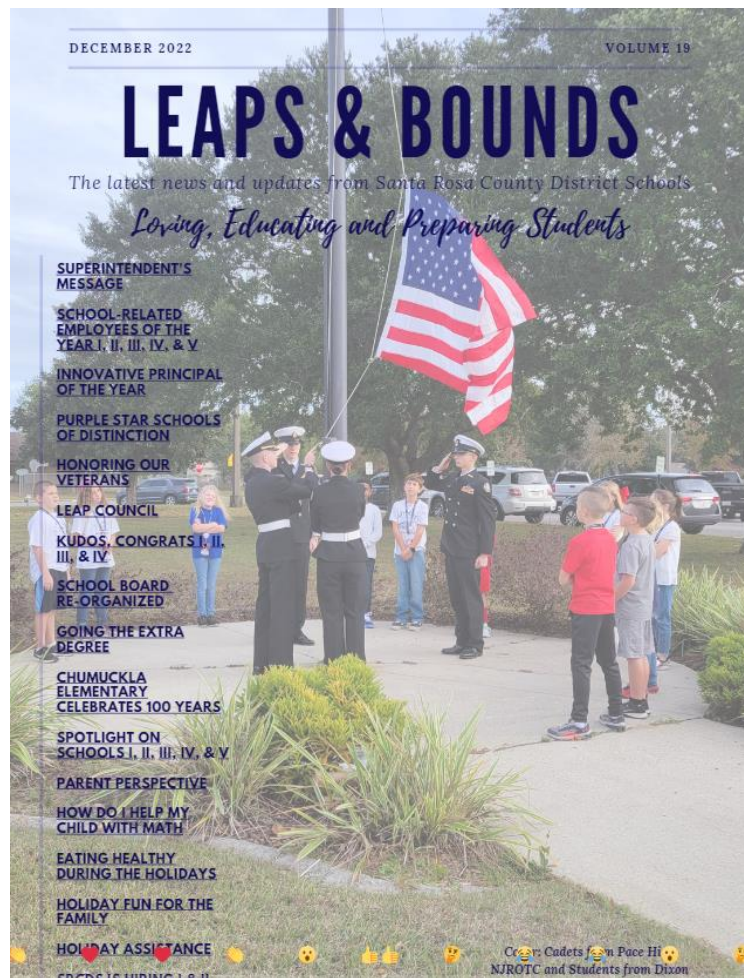
@srcSchoolsFL



YouTube

Santa Rosa County
District Schools Florida





Santa Rosa County District Schools Receives an "A" Rating

MILTON, FL – Superintendent Dr. Karen Barber is pleased to announce that Santa Rosa County District Schools earned a district grade of an "A" for the 2021-2022 school year. Overall results show that of the 20 schools that were eligible for school grades, twelve (12) schools earned an A, seven (7) schools earned a B, nine (9) schools earned a C, and one (1) school earned an incomplete.

Dr. Barber said, "In reviewing the recently released state assessment scores, we were pleased to see that we scored above the state average in ELA and math for all grades, as well as 5th and 8th grade science, algebra, geometry, civics, U.S. history, and biology. Results place our school district within the top 10 school districts in the state for several categories. We saw overall increases in 3rd grade math, 4th grade ELA, 5th grade ELA and math, 6th grade math, 8th grade math, 9th grade ELA, and algebra. We are extremely proud of our students, and the hard work demonstrated by our dedicated teachers, staff, and school administrators." "Santa Rosa County Schools could not be successful without them and the continued support from our parents and community."



LEAPs and BOUNDS

Santa Rosa's Strategic Plan Process

Building a five-year plan to ensure that students have increased opportunities that prepare them for graduation and a successful future.



Vision

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

Mission

To love, educate, and prepare all students for graduation and a successful future.

Beliefs

We believe

- All students are capable of learning, graduating high school, and reaching their highest potential.
- All students deserve superior, high-quality educational opportunities.
- All stakeholders will work together to meet the needs of the students.

Student Engagement & Support

Objectives

- Create learning environments rich in high expectations and active engagement

Critical Initiatives

- Provide professional learning opportunities that focus on best practices in positive relationships, high expectations, project-based learning, and student engagement
- Structure a uniform student advocacy program for every student district wide
- Prioritize uniform teacher expectations that include evidence of support, collaboration, and relationship-building which promotes retention of high-quality

Data Use for Program Evaluation

Objectives

- Adopt a process for identifying baseline and variables for targeted program evaluations.

Critical Initiatives

- Create framework and protocol for district-wide program evaluation.
- Begin the data analysis and use the information to determine program outcomes and next steps.
- Align district-wide resources to support chosen programs

Shared Instructional Leadership

Objectives

- Create common practices that aim to increase instructional capacity at all levels.

Critical Initiatives

- Implement new teacher evaluation system.
- Develop common grading practices to increase instructional capacity.
- Structure a district wide PLC model to support the new instructional coaching model and Leverage Leadership.

Stakeholder Communication & Engagement

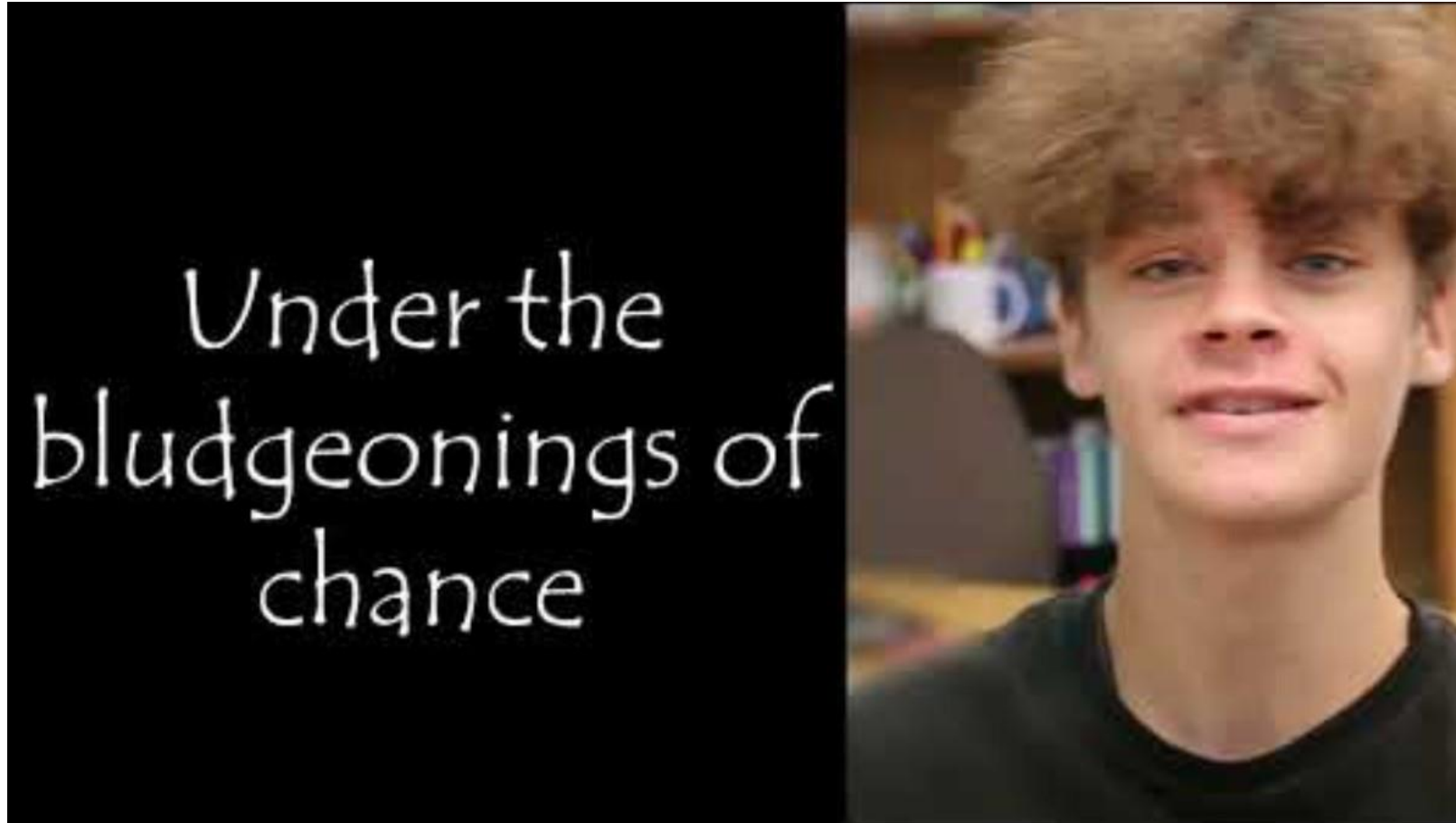
Objectives

- Utilize a district-wide communication plan.

Critical Initiatives

- Compile and analyze the current list of communication tools.
- Design a framework to support consistent expectations for engaging stakeholders.
- Utilize a district parent advisory council to garner additional input throughout the strategic implementation process.

Resiliency leads to



THANK
YOU!



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RESOURCES

- **The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – and How to Fix It.** (2018) https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf
- Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. (2021) “How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>
- Bambrick-Santoyo, Paul. (2018) *Leverage Leadership: A Practical Guide to Building Exceptional Schools.* San Francisco, CA: Jossey-Bass
- Toth, M., Sousa, D. (2019) *The Power of Student Teams.* West Palm Beach, FL: Learning Science International