

Santa Rosa County School District

Santa Rosa High School



**2022-23 Ungraded Schoolwide
Improvement Plan**

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Santa Rosa High School

5332 BERRYHILL RD, Milton, FL 32570

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

Demographics

Principal: Larry Heringer

Start Date for this Principal: 9/4/2018

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Multiracial Students* White Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: Commendable 2020-21: No Rating 2018-19: Commendable 2017-18: Commendable 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

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

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

As a dropout prevention high school, we accept students who are 16 years old and older from high schools throughout Santa Rosa County. The majority of our students are on the 18-credit graduation plan. SRHS operates on a block schedule allowing students to earn four half credits each 9-weeks, which gives them the ability to earn eight credits each year. Students also have the option to co-enroll and complete additional credits in the evenings. A combination of these scheduling factors, supportive and understanding staff, and voluntary student enrollment results in a significant number of students graduating with their cohort, and some even graduating ahead of their cohort.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Heringer, Larry	Principal	<p>1. Provide training opportunities and feedback to personnel at the assigned school.</p> <p>2. Manage the operation and all other activities and functions which occur at the assigned school.</p> <p>3. Develop positive school/community relations and act as a liaison between the school and community; communicate effectively both orally and in writing with parents, students, teachers, and the community.</p> <p>4. Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning.</p> <p>5. Participate in developing the District strategic plan, District school calendar, District staffing plan, and manpower plans; manage and administer school functions relating to these items.</p> <p>6. Interview and select qualified personnel to be recommended for employment.</p> <p>7. Conduct performance appraisals and make reappointment recommendations for school personnel.</p> <p>8. Manage and administer personnel development through training, in-service and other developmental activities.</p> <p>9. Implement and administer negotiated employee contracts at the school site.</p> <p>10. Develop long-range and short-range facility needs at the assigned school.</p> <p>11. Coordinate and supervise transportation services at the assigned school.</p> <p>12. Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget, textbook budget, and the school's internal accounts.</p> <p>13. Establish and manage student accounting and attendance procedures at the assigned school.</p> <p>14. Assign and supervise school personnel to special projects for the enhancement of the school.</p> <p>15. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>16. Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings.</p> <p>17. Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and the resolution of existing problems.</p> <p>18. Communicate through the Director to keep the Superintendent informed of impending problems or events of unusual nature.</p> <p>19. Participate in county-wide management meetings and other meetings appropriate for professional development.</p> <p>20. Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>21. Serve as a member of the Superintendent's District-wide management team.</p> <p>22. Provide leadership in the school improvement process and implement the school improvement plan.</p> <p>23. Maintain visibility and accessibility on the school campus.</p> <p>24. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>25. Use effective interpersonal communication skills.</p> <p>26. Direct the development of the master schedule and assign teachers</p>

Name	Position Title	Job Duties and Responsibilities
Barnes, Kelly	Assistant Principal	<p>according to identified needs.</p> <p>27. Establish the job assignments for all school site administrators and assess the school site administrator's performance.</p> <p>28. Manage the preparation and maintenance of required records and reports to ensure accuracy, thoroughness, and timeliness.</p> <p>29. Assume responsibility for all official school correspondence and news releases.</p> <p>30. Perform other incidental tasks consistent with the goals and objectives of this position.</p> <p>1. Act on the Principal's behalf in his/her absence.</p> <p>2. Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal.</p> <p>3. Develop the master teaching schedule and assign teachers according to identified needs.</p> <p>4. Utilize current educational trends in the planning and preparation of the school instructional program.</p> <p>5. Understand and adhere to School Board policy, state statutes and federal regulations.</p> <p>6. Implement the accreditation program for the assigned school.</p> <p>7. Coordinate the selection of textbooks, material and equipment needed at the assigned school.</p> <p>8. Manage and administer the testing program for the school.</p> <p>9. Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities.</p> <p>10. Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions.</p> <p>11. Assume responsibility for control and direction of students related to suspensions from school, suspension from the bus and school in accordance with Board policies and statutes.</p> <p>12. Provide leadership in the event of school crisis and/or civil disobedience.</p> <p>13. Provide leadership in the school improvement process.</p> <p>14. Administer and develop teacher duty rosters for the school.</p> <p>15. Provide supervision while maintaining visibility about the campus and classroom.</p> <p>16. Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school.</p> <p>17. Interpret and enforce the District's Code for Student Conduct.</p> <p>18. Supervise all facets of the registration process, including, but not limited to, the production of the curriculum guide and related materials.</p> <p>19. Prepare or oversee the preparation and maintenance of required records and reports.</p> <p>20. Supervise and evaluate personnel as directed by the Principal.</p> <p>21. Demonstrate knowledge of and appropriate administration of the collective</p>

Name	Position Title	Job Duties and Responsibilities
Parker, Kenda	Other	<p>bargaining agreement.</p> <p>22. Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal.</p> <p>23. Develop and maintain positive school/community relations and act as a liaison between school and community.</p> <p>24. Coordinate the school food service program as it relates to the special needs of the school.</p> <p>25. Maintain adequate property inventory records, key control and security of school property.</p> <p>26. Participate in the development of long-range facility needs at the assigned school.</p> <p>27. Coordinate plant safety and facility inspection at the school.</p> <p>28. Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.</p> <p>29. Coordinate the transportation services at the assigned school.</p> <p>30. Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.</p> <p>31. Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services.</p> <p>32. Supervise the function of student accounting at the school, as it pertains to funding and attendance.</p> <p>33. Manage and administer the attendance policy and procedures.</p> <p>34. Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.</p> <p>35. Coordinate data processing activities as assigned.</p> <p>36. Provide leadership for, and supervision of, extracurricular activity programs.</p>

1. Develop counseling services and establish priorities through short and long-range plans based on the developmental needs of students, needs assessments, and school, district, and state priorities.
2. Communicate goals and services of the counseling programs to school administration, staff, students, parents, and the community.
3. Review, evaluate, and select a variety of materials to support a well-balanced counseling program.
4. Establish, implement, coordinate, and monitor effective school-wide counseling services and activities.
5. Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines.
6. Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies.
7. Use technology resources effectively and assist in the maintenance of the automated student data systems.
8. Provide input in the development of the curriculum and the master schedule.
9. Coordinate dual enrollment, advanced placement, and early admissions programs.
10. Assist in the interview process and orientation of new faculty/staff members

Name	Position Title	Job Duties and Responsibilities
		<p>as needed.</p> <p>11. Coordinate award presentations, and graduation activities, verifying that graduation requirements have been met.</p> <p>12. Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel.</p> <p>13. Develop and maintain a site-specific database for high school and adult programs for data collection purposes.</p> <p>14. Manage, implement, and train faculty regarding Santa Rosa Adult School (SRAS) safety program and routine inspections.</p> <p>15. Manage routine maintenance activities for the school to ensure proper school functioning.</p> <p>16. Coordinate transportation services at the assigned school.</p> <p>17. Participate in the financial planning, budgeting process, and disbursement of funds for the school, including securing supplies, materials, equipment, and services.</p> <p>18. Interpret and make recommendations for yearly changes to the District's Pupil Progression Plan and Code of Student Conduct.</p> <p>19. Develop, implement, and manage high school, adult high school, Adult Basic Education (ABE), GED® preparatory, and online curriculum.</p> <p>20. Fulfill all duties as the Dean (refer to the High School Dean of Students for a complete job description).</p> <p>21. Provide assistance in the screening, referral, identification, and placement of students with special needs.</p> <p>22. Assess students using the Multi-Tier Support System (MTSS) and provide assistance.</p> <p>23. Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance.</p> <p>24. Explain the nature and purpose of assessments in an understandable manner, providing feedback when making recommendations to appropriate individuals.</p> <p>25. Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff.</p> <p>26. Evaluate the overall guidance program including the completion of the annual calendar of counseling activities and submission of an action plan with actions completed.</p> <p>27. Provide personal/social, behavioral, and academic counseling activities including individual and/or groups as needed to promote student success.</p> <p>28. Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Community Drug and Alcohol Coordinator (CDAC), Teen Age Parenting Program (TAPP), Lakeview (A Community Mental Health Organization), etc.).</p> <p>29. Recognize the overt indicators of student distress or abuse and take a stipulated intervention, referral, or reporting action.</p> <p>30. Provide crisis intervention including follow-up services as appropriate.</p> <p>31. Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate referrals, e.g. attendance.</p> <p>32. Assist students in the selection of classes (including management of online courses), credit recovery, and</p>

Name	Position Title	Job Duties and Responsibilities
Booher, Jessica	Other	<p>graduation options.</p> <p>33. Promote student involvement in post-secondary and college information programs and events, e.g. College Fair.</p> <p>34. Provide information and counseling in the areas of career exploration, employment opportunities, further education and college selection, college entrance exams, financial aid, and scholarships including Bright Futures.</p> <p>35. Assist students in their transition to and from feeder schools and out-of-district schools.</p> <p>36. Assist students and parents in scheduling teacher conferences and serve as a mediator and/or advisor.</p> <p>37. Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive, confidential, and supportive atmosphere.</p> <p>38. Serve as an advocate for students.</p> <p>39. Establish an effective working relationship with the district and outside services and make appropriate referrals for psychological, social work, health, and community services.</p> <p>40. Participate in multidisciplinary conferences concerning individual cases of special needs related to mental health, physical, and/or academic needs.</p> <p>41. Organize and/or support community service projects.</p> <p>42. Collaborate with other professionals regarding student records and information.</p> <p>43. Train and provide support for teachers and staff, e.g. district and internal software/information systems.</p> <p>44. Initiate and engage in continuing professional growth through in-service, classes, and individual study.</p> <p>45. Complete the Professional Development Plan and keep abreast of recent developments in school counseling.</p> <p>46. Participate in district textbook adoption/selection process and related workshops.</p> <p>47. Model professional and ethical standards consistent with the Code of Ethics and Principles of Professional Conduct of Education Professionals in Florida when dealing with students, peers, parents, and the community.</p> <p>48. Prepare and maintain all required reports and records meeting established deadlines.</p> <p>49. Identify student/school issues; facilitate and follow established procedures.</p> <p>50. Attend and participate in faculty meetings.</p> <p>51. Accept responsibility for extracurricular activities.</p> <p>52. Perform other tasks and responsibilities as assigned by the principal.</p> <p>53. Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs.</p> <p>54. Monitor the students' growth through the MTSS process and provide assistance when needed.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>administration, staff, students, parents, and the community.</p> <p>3. Review, evaluate, and select a variety of materials to support a well-balanced counseling program.</p> <p>4. Establish, implement, coordinate, and monitor effective school-wide counseling services and activities.</p> <p>5. Establish and follow procedures for appropriate intervention in accordance with school, district, state, and district guidelines.</p> <p>6. Coordinate the proper maintenance, transfer, and acquisition of students' records as required by applicable regulations and policies.</p> <p>7. Use technology resources effectively and assist in the maintenance of the automated student data systems.</p> <p>8. Provide input in the development of the curriculum and the master schedule.</p> <p>9. Coordinate dual enrollment, advanced placement, and early admissions programs.</p> <p>10. Assist in the interview process and orientation of new faculty/staff members as needed.</p> <p>11. Coordinate award presentations, and graduation activities, verifying that graduation requirements have been met.</p> <p>12. Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel.</p> <p>13. Develop and maintain a site-specific database for high school and adult programs for data collection purposes.</p> <p>14. Manage, implement, and train faculty regarding Santa Rosa Adult School (SRAS) safety program and routine inspections.</p> <p>15. Manage routine maintenance activities for the school to ensure proper school functioning.</p> <p>16. Coordinate transportation services at the assigned school.</p> <p>17. Participate in the financial planning, budgeting process, and disbursement of funds for the school, including securing supplies, materials, equipment, and services.</p> <p>18. Interpret and make recommendations for yearly changes to the District's Pupil Progression Plan and Code of Student Conduct.</p> <p>19. Develop, implement, and manage high school, adult high school, Adult Basic Education (ABE), GED® preparatory, and online curriculum.</p> <p>20. Fulfill all duties as the Dean (refer to the High School Dean of Students for a complete job description).</p> <p>21. Provide assistance in the screening, referral, identification, and placement of students with special needs.</p> <p>22. Assess students using the Multi-Tier Support System (MTSS) and provide assistance.</p> <p>23. Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance.</p> <p>24. Explain the nature and purpose of assessments in an understandable manner, providing feedback when making recommendations to appropriate individuals.</p> <p>25. Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>26. Evaluate the overall guidance program including the completion of the annual calendar of counseling activities and submission of an action plan with actions completed.</p> <p>27. Provide personal/social, behavioral, and academic counseling activities including individual and/or groups as needed to promote student success.</p> <p>28. Recognize the special needs of individuals and families and make appropriate recommendations including appropriate referrals (i.e. homeless, Community Drug and Alcohol Coordinator (CDAC), Teen Age Parenting Program (TAPP), Lakeview (A Community Mental Health Organization), etc.).</p> <p>29. Recognize the overt indicators of student distress or abuse and take a stipulated intervention, referral, or reporting action.</p> <p>30. Provide crisis intervention including follow-up services as appropriate.</p> <p>31. Provide intervention for at-risk students and those with special learning and behavioral needs including making appropriate referrals, e.g. attendance.</p> <p>32. Assist students in the selection of classes (including management of online courses), credit recovery, and graduation options.</p> <p>33. Promote student involvement in post-secondary and college information programs and events, e.g. College Fair.</p> <p>34. Provide information and counseling in the areas of career exploration, employment opportunities, further education and college selection, college entrance exams, financial aid, and scholarships including Bright Futures.</p> <p>35. Assist students in their transition to and from feeder schools and out-of-district schools.</p> <p>36. Assist students and parents in scheduling teacher conferences and serve as a mediator and/or advisor.</p> <p>37. Consult effectively with students, parents, teachers, and other school staff to assist students toward success, providing a supportive, confidential, and supportive atmosphere.</p> <p>38. Serve as an advocate for students.</p> <p>39. Establish an effective working relationship with the district and outside services and make appropriate referrals for psychological, social work, health, and community services.</p> <p>40. Participate in multidisciplinary conferences concerning individual cases of special needs related to mental health, physical, and/or academic needs.</p> <p>41. Organize and/or support community service projects.</p> <p>42. Collaborate with other professionals regarding student records and information.</p> <p>43. Train and provide support for teachers and staff, e.g. district and internal software/information systems.</p> <p>44. Initiate and engage in continuing professional growth through in-service, classes, and individual study.</p> <p>45. Complete the Professional Development Plan and keep abreast of recent developments in school counseling.</p> <p>46. Participate in district textbook adoption/selection process and related workshops.</p> <p>47. Model professional and ethical standards consistent with the Code of Ethics and Principles of Professional Conduct of Education Professionals in Florida when dealing with students, peers, parents, and the community.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>48. Prepare and maintain all required reports and records meeting established deadlines.</p> <p>49. Identify student/school issues; facilitate and follow established procedures.</p> <p>50. Attend and participate in faculty meetings.</p> <p>51. Accept responsibility for extracurricular activities.</p> <p>52. Perform other tasks and responsibilities as assigned by the principal.</p> <p>53. Review student records and other indicators as deemed appropriate by the district guidelines to evaluate student needs.</p> <p>54. Monitor the students' growth through the MTSS process and provide assistance when needed.</p>

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date

Tuesday 9/4/2018, Larry Heringer

Total number of students enrolled at the school.

150

Total number of teacher positions allocated to the school.

13

Number of teachers with professional teaching certificates?

12

Number of teachers with temporary teaching certificates?

1

Number of teachers with ESE certification?

2

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

1

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

0

Demographic Data

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Focus areas for 2021-2022 were related to ESSA subgroups. Monitoring included student grades, credit completion percentages, and state testing when applicable. The monitored outcome is the impact on the subgroup.

Focus area 1: Students with disabilities showed a decrease from 32 to 19 (-13) on ESSA.

Focus area 2: White students showed an increase from 24 to 34 (+10) on ESSA.

Focus area 3: Economically disadvantaged students showed an increase from 23 to 30 (+7) on ESSA. Overall ESSA Federal index increased from 22 to 31 (+9).

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

The ESSA subgroup of white students showed an increase of ten percent, and the whole school showed an increase of nine points. We attribute this to the continued efforts in building and maintaining strong relationships between faculty/staff and students, using key techniques from Capturing Kids' Hearts.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

Students with disabilities showed a decrease of 13 points and is currently the lowest subgroup. Students in this subgroup, based on the input of their IEP teams, are often granted state testing waivers. These students, therefore, do not re-test and have as many opportunities to demonstrate their proficiency or growth on state assessments. The changes in our student population from year to year also make one year's population of students with disabilities very difficult to compare to the next year's.

What trends emerge across grade levels, subgroups and core content areas?

Sixty percent of students eligible to show learning gains did so in mathematics from 2020-2021 to 2021-2022. In English language arts, 48% of students eligible to show gains did so.

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

Strategies to be implemented for the 2022-2023 school year are:

1. Leadership relating to managing accountability systems. Through the implementation of a new growth and evaluation model for instructional personnel, the school administration will help teachers to hone their instructional practice to benefit all students.
2. Instructional practice related to instructional coaching, hand in hand with the first strategy teachers will be provided instructional coaching from many sources including school administration, self-study, peer groups through professional learning communities, and district professional development.
3. Forming and maintaining strong student-teacher relationships will continue as a focus as well, helping all students to feel connected to their school and education as well as the community.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.

Teachers will receive professional development related to Florida's BEST standards and implementation, the curriculum provided to support their courses, the Marzano growth and evaluation model, STEAM best practices for teaching, and Capturing Kids' Hearts. As instructional personnel identifies individual

needs, or administration identifies a specific weakness or area for improvement, individualized assistance or professional development will be sought.

Areas of Focus:

#1. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Managing accountability systems is described as disaggregating data and monitoring systems to make instructional decisions. Santa Rosa County administrators completed a book study of Leverage Leadership 2.0, with its companion Driven By Data 2.0, in the 2021-2022 school year which emphasized the importance and impact of data-driven decision-making in highly effective schools. The majority of data that has been used in the past to make decisions is year-end data rather than periodic live and actionable data. We recognize the need for relevant and timely data to drive instructional changes and improve student performance.
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Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	English language arts learning gains for 2021-2022 were 48%, there is a schoolwide goal to increase this to at least 52% for the 2022-2023 school year. Teachers in all subject areas are aware of this emphasis on ELA and will demonstrate and promote reading, writing, and communication strategies in all classes.
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Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student progress monitoring assessments will be used in classes at the beginning, middle, and end of each course. The data will be analyzed by teachers and administration to track student learning and content retention based on standards that have and have not yet been taught.
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Person responsible for monitoring outcome:	Larry Heringer (heringerl@santarosa.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will increase data-driven decision-making at all levels, classroom, schoolwide, and comparisons within the district and to comparable schools. As proven by the Institute of Education Sciences 'Data-driven decision-making in education agencies' and also supported by Leverage Leadership 2.0 and Driven by Data 2.0, by Bambrick & Santoyo.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The administration participated in a book study of Leverage Leadership 2.0 throughout the 2021-2022 school year which highlighted the importance of data-driven decision-making and the positive impact on student outcomes. The book study and further investigation into the Institute of Educational Sciences research compelled the use of this strategy.
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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.	Teachers will administer pre-test within the first five days of class.
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Person Responsible	Kelly Barnes (barneskl@santarosa.k12.fl.us)
Teachers will administer a mid-term test roughly halfway through the course.	
Person Responsible	Kelly Barnes (barneskl@santarosa.k12.fl.us)
The administration will meet with each department to review the results of the pre & mid-tests quarterly. During these meetings, teachers will have a template to prepare ahead of time to present their data. The discussion will revolve around what the data is indicating and what needs to continue or be altered moving forward to show improvement in student outcomes.	
Person Responsible	Larry Heringer (heringerl@santarosa.k12.fl.us)
Monitoring ESSA Impact:	English language arts learning gains for 2021-2022 were 48%, there is a schoolwide goal to increase this to at least 52% for the 2022-2023 school year.

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

year. This goal will impact all ESSA subgroups, those under 41% in 2021-2022 as well as our other subgroups, many of which include fewer than ten students and are therefore not reported.

#2. Instructional Practice specifically relating to Instructional Coaching

There have been many changes to demands on teachers and other school personnel. Florida BEST standards are now implemented, new curricula to support the standards in ELA and Mathematics, a new instructional growth and evaluation model, and many other slightly less impactful changes. It is imperative that we promote teacher retention, morale, and mental health by providing the resources, training, and actionable feedback for them to be effective.

Area of Focus Description and Rationale:

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

Instructional coaching increases teachers' pedagogy through knowledge of school improvement initiatives, content standards, disciplinary literacy, effective instruction, and assessment practices.

Hattie's research in Visible Learning - A synthesis of over 800 meta-analyses relating to achievement, indicates that formative evaluation of programs has the third highest impact on student performance & success. The explanation includes administration providing teacher feedback, student feedback on their learning, and application of the feedback or data collected on instructional practice.

Measurable Outcome:

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

All instructional personnel will participate in professional learning communities for at least 12 hours throughout the school year.

Each classroom teacher and non-classroom instructional personnel will be evaluated at least quarterly and provided actionable feedback to improve practices through the growth and evaluation model. At the end of the year, through the feedback and growth process, 80% or more of SRHS instructional staff will be rated as applying or innovating.

Monitoring:

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

Data in iObservation will be monitored quarterly by the administration to gauge instructional personnel performance.

Professional Learning Community meeting agendas and sign-in sheets will be submitted to Mrs. Barnes for verification of attendance and productivity.

Person responsible for monitoring outcome:

Larry Heringer (heringerl@santarosa.k12.fl.us)

Instructional coaching increases teachers' pedagogy through knowledge of school improvement initiatives, content standards, disciplinary literacy, effective instruction, and assessment practices.

Evidence-based Strategy:

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

Hattie's research in Visible Learning - A synthesis of over 800 meta-analyses relating to achievement, indicates that formative evaluation of programs has the third highest impact on student performance & success. The explanation includes administration providing teacher feedback, student feedback on their learning, and application of the feedback or data collected on instructional practice.

Rationale for Evidence-based Strategy:

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

There have been many changes to demands on teachers and other school personnel. Florida BEST standards are now implemented, new curricula to support the standards in ELA and Mathematics, a new instructional growth and evaluation model, and many other slightly less impactful changes. It is imperative that we promote teacher retention, morale, and mental health by providing the resources, training, and actionable feedback for them to be effective.

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.

Professional learning communities, meeting roughly every three weeks, at least 12 meetings throughout the school year.

Person Responsible

Kelly Barnes (barnesk1@santarosa.k12.fl.us)

Quarterly evaluations using the iObservation tool and Marzano standards. Providing teachers who are on the lower end of the scale actionable feedback for improvement.

Person Responsible

Larry Heringer (heringerl@santarosa.k12.fl.us)

Periodic whole group training, data discussions, and dissemination of feedback from stakeholders to teachers.

Person Responsible

Larry Heringer (heringerl@santarosa.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Hattie's research found that 'typical teacher effects' impact students with a value of 0.25 to 0.4, seeking feedback both positive and negative, and responding with appropriate actions has a positive effect of 0.9. This research indicates that teachers seeking feedback and adjusting accordingly will impact all students and subgroups positively.

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

Student engagement is the capacity in which students make an internal investment in their educational growth. Many Santa Rosa High School students have had negative school experiences in their past and have minimized their internal investment. Students who have connections with adults with high expectations are more motivated and driven.

Student-teacher relationships have the 11th highest impact on student achievement according to Hattie's research as described in the previous focal area.

Student engagement through attendance rates and percent of credits earned are tracked regularly to compare quarter to quarter and year to year. We will continue to monitor those indicators but will also use the Student Engagement Survey.

Measurable Outcome:

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

Each student completes this survey as they graduate throughout the year (October, December, and March graduates), or at the end of the year if they are a May graduate or continuing into the next school year. On a strongly disagree (0) to strongly agree (5) scale, we aim to earn at least a 4.2 / 5 average on the following:

I have opportunities to be successful at my school.
My learning is important at my school.
I would recommend my school to others.
My family is treated with respect at my school.

Attendance rates and credit earned rates will be monitored throughout the year to gauge progress. Student engagement surveys will be collected as students graduate (October, December, and March), and at the end of the year for May graduates and students who will continue into summer or 2023-2024.

Monitoring:

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

Larry Heringer (heringerl@santarosa.k12.fl.us)

Person responsible for monitoring outcome:

Evidence-based Strategy:

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

Capturing Kids' Hearts components implemented in all classes. Student-teacher relationships have the 11th highest impact on student achievement according to Hattie's research as described in the previous focal area.

Rationale for Evidence-based Strategy:

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

Student engagement is the capacity in which students make an internal investment in their educational growth. Many Santa Rosa High School students have had negative school experiences in their past and have minimized their internal investment. Students who have connections with adults with high expectations are more motivated and driven.

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.

Beginning of the year refresher training on the importance of student-teacher relationships and Capturing Kids' Hearts with full faculty and staff.

Person Responsible Kelly Barnes (barneskl@santarosa.k12.fl.us)

Monitoring of student attendance rates and course completion rates, quarterly at least.

Person Responsible Kelly Barnes (barneskl@santarosa.k12.fl.us)

Observation of Capturing Kids' Hearts program being implemented in classes as teachers are observed by the administration.

Person Responsible Larry Heringer (heringerl@santarosa.k12.fl.us)

Student engagement surveys collected from October, December, and March graduates as they exit the program. Surveys for May graduates and students who will continue in summer or 2023-2024 will be collected at the end of the year.

Person Responsible Kelly Barnes (barneskl@santarosa.k12.fl.us)

Monitoring ESSA Impact:

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Parent/family engagement activities will be scheduled throughout the year. We maintain sign-in sheets to track attendance. We also offer surveys to gain insight into what parents feel would be beneficial for their engagement with their child's education.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Family engagement activities are promoted on the school website, through callouts, word of mouth, and the teachers promote events in classes, we also aim to increase our social media this year.

Describe how implementation will be progress monitored.

Through our large events; Fall Open House & Title 1 Meeting, Fall Career & College Night, Spring Open House, and Spring Career & College Night, we will aim to maintain or increase the percentage of families represented.

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.

Action Step	Person Responsible for Monitoring
Title 1 Parent and Family Engagement Plan - with assistance of faculty, families, and students	Barnes, Kelly, barnesk1@santarosa.k12.fl.us
Planning and promoting family engagement activities - school wide initiatives overseen by Mr. Heringer.	Heringer, Larry, heringerl@santarosa.k12.fl.us