

Santa Rosa County School District

Navarre High School



2023-24

Schoolwide Improvement Plan (SIP)

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Navarre High School

8600 HIGH SCHOOL BLVD, Navarre, FL 32566

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

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Windfelder, Kasie	Principal	<ul style="list-style-type: none"> • Provide training opportunities and feedback to personnel at the assigned school. • Manage the operation and all other activities and functions which occur at the assigned school. • Develop positive school/community relations and act as liaison between the school and community; communicate effectively both orally and in writing with parents, students, teachers, and the community. • Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning. • Establish procedures for an accreditation program and monitoring accreditation standards at the assigned school. • 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. • Interview and select qualified personnel to be recommended for employment. • Conduct performance appraisals and make reappointment recommendations for school personnel. • Manage and administer personnel development through training, in-service and other developmental activities. • Implement and administer negotiated employee contracts at the school site. • Develop long-range and short-range facility needs at the assigned school. • Coordinate facility and support service requirements. • Coordinate plant safety and facility inspections at the assigned school. • Coordinate all maintenance functions at the assigned school. • Coordinate and supervise transportation services at the assigned school. • Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget, textbook budget, and school's internal accounts. • Establish and manage student accounting and attendance procedures at the assigned school. • Coordinate the school food service program at the assigned school, including the free and reduced lunch program. • Assign and supervise school personnel to special projects for the enhancement of the school. • Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. • Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings. • Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems. • Communicate, through the Director of High Schools, to keep the Superintendent informed of impending problems or events of unusual nature. • Participate in county-wide management meetings and other meetings appropriate for professional development. • Coordinate the supervision of all extracurricular programs at the assigned school. • Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches, approve all school sponsored activities, and maintain a calendar of all school events.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Serve as a member of the Superintendent's District-wide management team. • Provide leadership in the school improvement process and implement the school improvement plan. • Maintain visibility and accessibility on the school campus. • Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. • Use effective interpersonal communication skills. • Direct the development of the master schedule and assign teachers according to identified needs. • Establish the job assignments for all school site administrators and assess the school site administrator's performance. • Manage the preparation and maintenance of required records and reports to ensure accuracy, thoroughness, and timeliness. • Assume responsibility for all official school correspondence and news releases. • Perform other incidental tasks consistent with the goals and objectives of this position.
Bedford, Laurie	Assistant Principal	<ul style="list-style-type: none"> • Act on the Principal's behalf in his/her absence. • 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. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational trends in the planning and preparation of the school instructional program. • Understand and adhere to School Board policy, state statutes and federal • Implement the accreditation program for the assigned school. • Coordinate the selection of textbooks, material and equipment needed at the assigned school. • Manage and administer the testing program for the school. • 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. • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. • 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. • Provide leadership in the event of school crisis and/or civil disobedience. • Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. • Interpret and enforce the District's Code for Student Conduct. • Supervise all facets of the registration process, including, but not limited to,

Name	Position Title	Job Duties and Responsibilities
		<p>the production of the curriculum guide and related materials.</p> <ul style="list-style-type: none"> • Prepare or oversee the preparation and maintenance of required records and reports. • Supervise and evaluate personnel as directed by the Principal. • Demonstrate knowledge of and appropriate administration of the collective bargaining agreement. • Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. • Develop and maintain positive school/community relations and act as a liaison between school and community. • Coordinate the school food service program as it relates to the special needs of the school. • Maintain adequate property inventory records, key control and security of school property. • Participate in the development of long-range facility needs at the assigned school. • Coordinate plant safety and facility inspection at the school. • Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. • Coordinate the transportation services at the assigned school. • Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. • 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. • Supervise the function of student accounting at the school, as it pertains to funding and attendance. • Manage and administer the attendance policy and procedures. • Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. • Coordinate data processing activities as assigned. • Provide leadership for, and supervision of, extracurricular activity programs. • Participate in the administration of the school's athletic program.
<p>Allen, Jared</p>	<p>Assistant Principal</p>	<ul style="list-style-type: none"> • Act on the Principal's behalf in his/her absence. • 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. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational trends in the planning and preparation of the school instructional program. • Understand and adhere to School Board policy, state statutes and federal • Implement the accreditation program for the assigned school. • Coordinate the selection of textbooks, material and equipment needed at the assigned school. • Manage and administer the testing program for the school. • Facilitate personnel development to assure that the school will realize

Name	Position Title	Job Duties and Responsibilities
		<p>maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities.</p> <ul style="list-style-type: none"> • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. • 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. • Provide leadership in the event of school crisis and/or civil disobedience. • Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. • Interpret and enforce the District's Code for Student Conduct. • Supervise all facets of the registration process, including, but not limited to, the production of the curriculum guide and related materials. • Prepare or oversee the preparation and maintenance of required records and reports. • Supervise and evaluate personnel as directed by the Principal. • Demonstrate knowledge of and appropriate administration of the collective bargaining agreement. • Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. • Develop and maintain positive school/community relations and act as a liaison between school and community. • Coordinate the school food service program as it relates to the special needs of the school. • Maintain adequate property inventory records, key control and security of school property. • Participate in the development of long-range facility needs at the assigned school. • Coordinate plant safety and facility inspection at the school. • Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. • Coordinate the transportation services at the assigned school. • Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. • 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. • Supervise the function of student accounting at the school, as it pertains to funding and attendance. • Manage and administer the attendance policy and procedures. • Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. • Coordinate data processing activities as assigned. • Provide leadership for, and supervision of, extracurricular activity programs. • Participate in the administration of the school's athletic program.

Name	Position Title	Job Duties and Responsibilities
Schmitt, Jennifer	Assistant Principal	<ul style="list-style-type: none"> • Act on the Principal's behalf in his/her absence. • 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. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational trends in the planning and preparation of the school instructional program. • Understand and adhere to School Board policy, state statutes and federal • Implement the accreditation program for the assigned school. • Coordinate the selection of textbooks, material and equipment needed at the assigned school. • Manage and administer the testing program for the school. • 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. • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. • 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. • Provide leadership in the event of school crisis and/or civil disobedience. • Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. • Interpret and enforce the District's Code for Student Conduct. • Supervise all facets of the registration process, including, but not limited to, the production of the curriculum guide and related materials. • Prepare or oversee the preparation and maintenance of required records and reports. • Supervise and evaluate personnel as directed by the Principal. • Demonstrate knowledge of and appropriate administration of the collective bargaining agreement. • Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. • Develop and maintain positive school/community relations and act as a liaison between school and community. • Coordinate the school food service program as it relates to the special needs of the school. • Maintain adequate property inventory records, key control and security of school property. • Participate in the development of long-range facility needs at the assigned school. • Coordinate plant safety and facility inspection at the school. • Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Coordinate the transportation services at the assigned school. • Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. • 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. • Supervise the function of student accounting at the school, as it pertains to funding and attendance. • Manage and administer the attendance policy and procedures. • Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. • Coordinate data processing activities as assigned. • Provide leadership for, and supervision of, extracurricular activity programs. • Participate in the administration of the school's athletic program.
<p>Watson, Jennifer</p>	<p>Assistant Principal</p>	<ul style="list-style-type: none"> • Act on the Principal's behalf in his/her absence. • 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. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational trends in the planning and preparation of the school instructional program. • Understand and adhere to School Board policy, state statutes and federal • Implement the accreditation program for the assigned school. • Coordinate the selection of textbooks, material and equipment needed at the assigned school. • Manage and administer the testing program for the school. • 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. • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. • 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. • Provide leadership in the event of school crisis and/or civil disobedience. • Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. • Interpret and enforce the District's Code for Student Conduct. • Supervise all facets of the registration process, including, but not limited to, the production of the curriculum guide and related materials. • Prepare or oversee the preparation and maintenance of required records and reports.

Name	Position Title	Job Duties and Responsibilities
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- Supervise and evaluate personnel as directed by the Principal.
- Demonstrate knowledge of and appropriate administration of the collective bargaining agreement.
- Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal.
- Develop and maintain positive school/community relations and act as a liaison between school and community.
- Coordinate the school food service program as it relates to the special needs of the school.
- Maintain adequate property inventory records, key control and security of school property.
- Participate in the development of long-range facility needs at the assigned school.
- Coordinate plant safety and facility inspection at the school.
- Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.
- Coordinate the transportation services at the assigned school.
- Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.
- 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.
- Supervise the function of student accounting at the school, as it pertains to funding and attendance.
- Manage and administer the attendance policy and procedures.
- Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.
- Coordinate data processing activities as assigned.
- Provide leadership for, and supervision of, extracurricular activity programs.
- Participate in the administration of the school's athletic program.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team evaluated assessment data from the '22-'23 school year and determined the greatest academic student needs for our school population, as well as how best to make improvements in those areas. The leadership team then developed a data chart indicating areas of need to present to the School Advisory Council. The School Advisory Council, comprised of teachers, parents, students, families, and community leaders, reviewed this data and confirmed the areas of greatest needs.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The administrative team will routinely review the SIP and our goals, particularly around progress monitoring testing dates. At-risk students will be consistently monitored through the MTSS process. Adjustments to goals will be made accordingly.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	32%
2022-23 Economically Disadvantaged (FRL) Rate	31%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	61	55	50	60	58	51	58		
ELA Learning Gains				55			52		
ELA Lowest 25th Percentile				44			39		
Math Achievement*	51	49	38	62	41	38	50		
Math Learning Gains				48			36		
Math Lowest 25th Percentile				33			27		
Science Achievement*	78	76	64	76	57	40	67		
Social Studies Achievement*	73	73	66	77	49	48	80		
Middle School Acceleration					40	44			
Graduation Rate	93	91	89	98	69	61	94		
College and Career Acceleration	73	66	65	68	74	67	63		
ELP Progress		57	45	60			81		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	429
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	681
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	42			
ELL	39	Yes	1	
AMI				
ASN	77			
BLK	59			
HSP	71			
MUL	74			
PAC				
WHT	72			
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	42			
AMI				
ASN	61			
BLK	51			
HSP	63			
MUL	62			
PAC				
WHT	63			
FRL	57			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	61			51			78	73		93	73	
SWD	19			14			40	46		46	6	
ELL	17			30							3	
AMI												
ASN	69			67			88	77			5	
BLK	36			38			59	70		52	6	
HSP	62			49			76	71		75	6	
MUL	67			52			84	72		68	6	
PAC												
WHT	62			52			79	74		74	6	
FRL	51			42			72	69		68	6	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	60	55	44	62	48	33	76	77		98	68	60
SWD	26	36	26	26	33	36	40	48		95	43	
ELL	20	44	43	45								60
AMI												
ASN	67	48		71	57		60					
BLK	51	48	25	46	32	14	75	73		100	47	
HSP	58	55	50	58	52	50	78	74		98	60	
MUL	61	57	52	61	49	21	70	84		96	67	
PAC												
WHT	61	55	43	64	48	30	78	78		97	71	
FRL	55	51	38	53	40	29	72	75		95	62	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	58	52	39	50	36	27	67	80		94	63	81
SWD	17	33	32	21	30	26	31	58		86	28	
ELL	21	42	42	40						70		81
AMI												
ASN	73	70		63	57		100			100	80	
BLK	42	44	27	28	27	40	39	73		95	57	
HSP	48	42	30	41	32	23	67	81		94	55	82
MUL	62	50	35	54	38	40	65	65		98	63	
PAC												
WHT	61	54	42	54	36	25	69	82		93	66	
FRL	50	47	41	45	30	24	60	76		89	56	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	67%	55%	12%	50%	17%
09	2023 - Spring	60%	55%	5%	48%	12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	58%	-11%	50%	-3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	55%	3%	48%	10%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	73%	5%	63%	15%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	72%	70%	2%	63%	9%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

B.E.S.T. Algebra I scores were the lowest assessment scores for the '22-'23 school year. Only 47% of our ALG I students met proficiency, which is down 8% from last year and 12% from pre-Covid ('18-'19). Tier 1 instruction and personnel changes mid-year were the greatest contributing factors for why these scores decreased.

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

B.E.S.T. Algebra I scores declined by 8 percentage points for the '22-'23 school year. Some of this decline may be due to the change from the FSA to the B.E.S.T. assessment, but it can also be attributed to personnel changes impacting Tier 1 instruction.

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

The B.E.S.T. Algebra I scale score average for the state of Florida was 494 and the average scale score for NHS was 493, only one point below the state average. Within Santa Rosa County School District, NHS tied for second place in ALG I scores. Overall, NHS scores are comparable to state and district scores, but the goal is to improve to pre-Covid scores of 59%+ proficiency.

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

The 10th grade F.A.S.T. ELA assessment improved by 7 percentage points in '22-'23, earning first place in the district for 10th grade ELA scores. The 10th grade ELA Professional Learning Community is a tight-knit group of educators who plan and reflect together on a regular basis. They consider progress monitoring data as they adjust their instructional practices. This level of camaraderie and a mutual commitment to student achievement is the greatest contributing factor to this improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

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

1. ALG I
2. Positive Culture
3. Graduation Rate
4. U.S. History
5. Acceleration

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

During the '22-'23 school year, we restructured our PBIS program, and our new school-wide theme is "Giving the Extra Degree." As such, we encouraged all of our students, faculty, and staff to give the extra degree, the extra effort, in all endeavors, to make our school the best place in which to teach and learn.

In '22-'23, approximately 25% of our student body, were awarded Extra Degree cards (approximately 500 cards), although we hypothesize that this number may not be completely accurate because students did not always turn in their cards to the Golden Pot in the cafeteria.

Measurable Outcome:

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

In '23-'24, we want to do a better job documenting the number of cards collected and the names of students being rewarded. That way, we can share with teachers which students have been recognized so that a strategic effort can be made to target as many students as possible. Our goal is to reward 75% of our student population with an Extra Degree card at least once during the year.

Monitoring:

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

Extra Degree cards will be collected bi-weekly, counted, and student names documented in a shared Excel spreadsheet. The percentage of students rewarded will be continuously updated so that campus-wide we are working towards the 75% goal.

Person responsible for monitoring outcome:

Jennifer Watson (watsonj@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

As an MTSS initiative, PBIS provides a means by which to reward positive student behavior. Research shows that rewarding positive student behavior begets more positive student behavior, which is what we want, especially among our ESE and behaviorally-challenged students.

Teachers will give Extra Degree cards to students, and then the students will turn in the cards to the Golden Pot in the cafeteria. Bi-weekly, 5 students' names were drawn and awarded \$10 gift cards. Faculty, staff, and administration will recognize one another with Extra Degree certificates. In '23-'24, we want to continue to build upon this initiative by adding Positive Parent Postcards and Golden Pots to every classroom as both a visual reminder to teachers and students and an added convenience for submitting cards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"PBIS is the only approach for supporting student behavior that is called for by the Individuals with Disabilities Education Act (IDEA, 2004: 20 U.S.C. § 1400 (2004)). This federal law urges schools to implement PBIS as a whole-school approach, as well as with individual students who have challenging behavior."

"PBIS is not a solitary program - it is the integration of many effective strategies and programs that create a Multi-Tiered System of Support (MTSS) for behavior. With an overarching emphasis on using data to

determine the effectiveness of its techniques, PBIS reflects the application of explicit values and evidence-based practices to build a MTSS that is practical, durable, and available to all."

From: <https://flpbis.cbcs.usf.edu/foundations/PBIS.html>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. The Extra Degree PBIS program will be introduced to new students and reiterated to returning students via ITV, posters in classrooms and hallways, and teacher instructions during the early days of school.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Within first two weeks of school.

2. Provide Extra Degree cards, postcards, and Golden Pots to every teacher on campus.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Within first two weeks of school.

3. Biweekly, collect Extra Degree cards from teachers and conduct \$10 gift card drawings. Show drawings via ITV. Weekly, ask teachers to send a minimum of one Positive Parent Postcard to a student's family.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Biweekly, duration of school year

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In '22-'23, our B.E.S.T. Algebra I scores dropped by 8 percentage points from 55% proficiency in '21-'22 to 47% proficiency in '22-'23. As such, it is evident that we need to focus on Tier 1 instruction in this content area, as well as increasing student engagement.

Measurable Outcome:

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

Our goal is to earn 50% or more proficiency in B.E.S.T. Algebra I scores in '23-'24.

Monitoring:

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

- Bi-Weekly PLCs with ALG I teachers to discuss data, lesson planning, instructional strategies, etc.
- Training from District leaders on ALG I student engagement strategies, to include student-led teams, utilizing Progress Learning, and developing scales and rubrics
- Administrative supervision of ALG I progress monitoring data by teacher
- Utilizing Marzano Evaluation System to monitor instructional practices and student engagement in real time

Person responsible for monitoring outcome:

Jennifer Watson (watsonj@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Learning Communities provide research-based practices that encourage "professional development, collaboration and innovation among teachers. Research suggests positive school reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product (Wilson, 2016)." PLCs "are designed not only to determine what students will learn, but also to develop a space for teachers to determine how to respond when students do not learn (Hoaglund et al., 2014)."

From: <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In an effort to make our ALG I PLC a worthwhile endeavor, the following must happen: First, educators work together as teams and take responsibility as a group for student learning. Second, they work together to establish a curriculum that meets the needs of learners, taking into account the attitudes, skills, and knowledge the students bring to the unit. Third, educators develop relevant assessments, created as a group, and based on a practical curriculum. Fourth, they use the results of a common formative assessment to recognize students who need support or enrichment, to pinpoint areas of individual strength and weakness in teaching based on the proof of student learning, and to address areas where teachers are not able to help learners. Fifth, they create a system in which students who need additional support can receive the support without losing class time (DuFour & Reeves, 2016).

From: <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Establish Algebra I PLC with Algebra I teachers and set meeting dates.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: August 25, 2023

2. Consistently meet bi-weekly with PLC to discuss teaching strategies, successes, struggles, and standards mastery.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: In a strong routine by Sept. 15, 2023

3. Participate in district-led training on Progress Learning and increasing student engagement.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Sept. 29, 2023

4. Review PM1 data.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Oct. 6, 2023

5. Review 1st Semester (what was taught, standards covered, where are we at and where are we going?). Prepare for PM2.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Dec. 15, 2023

6. Review PM2 data.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Jan. 31, 2023

7. Participate in district-led training on how to use student-led teams in an Algebra classroom.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Feb. 29, 2023

8. Prepare for PM3.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: April 12, 2023

9. Review PM3 data and begin making adjustments for next year.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: May 31, 2023

#3. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Navarre High School, we believe that our primary purpose is to help students graduate from high school and become productive citizens in our community. As such, everything we do trends toward improving our graduation rate. Because of Covid and the fact that state tests were waived, our 2021-2022 graduation rate is a bit skewed at 98%. However, in 2020-2021 and 2022-2023, our graduation rate was 94% and 93.4% respectively. We want to continue to have a graduation rate of 94% or higher.

Measurable Outcome:

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

In 2022-2023, our graduation rate was 93.4%, and while graduation rate data lags by a year, our goal is to have a 94% graduation rate or higher every year.

Monitoring:

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

Our MTSS program will be our primary method of monitoring our graduation rate. Along with the school counselors, we will develop an at-risk senior list in the summer prior to the next senior class starting their senior year, and we will map out plans for those students who have GPAs lower than a 2.0, who have not passed state mandated tests, and/or who have courses to complete or recover. From there, we will routinely monitor these students' progress and work toward their success. We will initiate a senior mentor program for our most critical seniors and pair them with a reliable mentor who will meet with them regularly to provide support and motivation. This mentor will alert us to any setbacks or obstacles the student may face with which we might be able to help.

Person responsible for monitoring outcome:

Jennifer Watson (watsonj@santarosa.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following tiers of support for at-risk seniors were developed using "Preventing Dropout in Secondary Schools" published by The Institute of Education Sciences.

Tier 1: Provide a college and career ready curriculum for students, along with the essential supports to help them succeed.

Tier 2: Provide MTSS for at-risk students. Use Progress Monitoring Plans, Truancy Monitoring Plans, and Behavior Monitoring Plans, as needed for monitoring.

Tier 3: Provide a reliable adult mentor to students not responding to intervention.

Tier 4: Consider alternate learning environments where the student might be more successful.

Rumberger, R., Addis, H., Allensworth, E., Balfanz, R., Bruch, J., Dillon, E., Duardo, D., Dynarski, M., Furgeson, J., Jayanthi, M., Newman-Gonchar, R., Place, K., & Tuttle, C. (2017). Preventing dropout in secondary schools (NCEE 2017-4028). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.
<https://whatworks.ed.gov>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our mission in Santa Rosa County Schools is to "love, educate, and prepare students for graduation and a successful future." At NHS, we believe that every student can and should graduate from high school, and we are committed to exhausting every possible resource to see our students succeed in achieving this goal.

According to "Preventing Dropout in Secondary Education" published by The Institute of Educational Sciences: "More than half a million high school students stop attending school each year, and students who do not complete high school face economic and social challenges throughout their lifetimes. They are more likely to be unemployed, and those who are employed have lower earnings than high school graduates of the same age. They are also more likely to have poor health, engage in criminal activity, and require public assistance." We want our students' futures to be abundant and, therefore, graduation is key.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

1. Identify at-risk students as early as possible through the MTSS process.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Ongoing but particularly at the end of each quarter.

2. Meet with student, school counselor, and administration to discover the obstacles the student is facing and work together to find solutions.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Ongoing but implement solutions ASAP.

3. Provide routine monitoring of students' progress and frequent check-ins with student.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Ongoing with student contacted at least every other week.

4. If other obstacles arise or if the student is not responding to intervention, reconvene MTSS team and consider assigning a mentor.

Person Responsible: Jennifer Watson (watsonj@santarosa.k12.fl.us)

By When: Ongoing but reconvene MTSS team as soon as it is noticed that intervention efforts are not working.

5. If a mentor and other appropriate intervention strategies are not successful, consider other educational opportunities that would allow the student to graduate

Person Responsible: Laurie Bedford (bedfordl@santarosa.k12.fl.us)

By When: As soon as possible to allow a timely graduation.