

Santa Rosa County School District

Santa Rosa High School



2023-24

Schoolwide Improvement Plan (SIP)

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Santa Rosa High School

5332 BERRYHILL RD, Milton, FL 32570

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

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
Heringer, Larry	Principal	<ol style="list-style-type: none"> 1. Provide training opportunities and feedback to personnel at the assigned school. 2. Manage the operation and all other activities and functions which occur at the assigned school. 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. 4. Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning. 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. 6. Interview and select qualified personnel to be recommended for employment. 7. Conduct performance appraisals and make reappointment recommendations for school personnel. 8. Manage and administer personnel development through training, in-service and other developmental activities. 9. Implement and administer negotiated employee contracts at the school site. 10. Develop long-range and short-range facility needs at the assigned school. 11. Coordinate and supervise transportation services at the assigned school. 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. 13. Establish and manage student accounting and attendance procedures at the assigned school. 14. Assign and supervise school personnel to special projects for the enhancement of the school. 15. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. 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. 17. Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and the resolution of existing problems. 18. Communicate through the Director to keep the Superintendent informed of impending problems or events of unusual nature. 19. Participate in county-wide management meetings and other meetings appropriate for professional development. 20. Direct the establishment of adequate property inventory records and ensure the security of school property. 21. Serve as a member of the Superintendent's District-wide management team. 22. Provide leadership in the school improvement process and implement the school improvement plan. 23. Maintain visibility and accessibility on the school campus. 24. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school. 25. Use effective interpersonal communication skills. 26. Direct the development of the master schedule and assign teachers

Name	Position Title	Job Duties and Responsibilities
		<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>
Barnes, Kelly	Assistant Principal	<ol style="list-style-type: none"> 1. Act on the Principal's behalf in his/her absence. 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. 3. Develop the master teaching schedule and assign teachers according to identified needs. 4. Utilize current educational trends in the planning and preparation of the school instructional program. 5. Understand and adhere to School Board policy, state statutes and federal regulations. 6. Implement the accreditation program for the assigned school. 7. Coordinate the selection of textbooks, material and equipment needed at the assigned school. 8. Manage and administer the testing program for the school. 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. 10. Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. 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. 12. Provide leadership in the event of school crisis and/or civil disobedience. 13. Provide leadership in the school improvement process. 14. Administer and develop teacher duty rosters for the school. 15. Provide supervision while maintaining visibility about the campus and classroom. 16. Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. 17. Interpret and enforce the District's Code for Student Conduct. 18. Supervise all facets of the registration process, including, but not limited to, the production of the curriculum guide and related materials. 19. Prepare or oversee the preparation and maintenance of required records and reports. 20. Supervise and evaluate personnel as directed by the Principal. 21. Demonstrate knowledge of and appropriate administration of the collective

Name	Position Title	Job Duties and Responsibilities
		<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>
Parker, Kenda	Other	<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.</p> <p>2. Communicate goals and services of the counseling programs to school 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</p>

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
		<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>
Booher, Jessica	Other	<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.</p> <p>2. Communicate goals and services of the counseling programs to school</p>

Name	Position Title	Job Duties and Responsibilities
		<p>administration, staff, students, parents, and the community.</p> <ol style="list-style-type: none"> 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 as needed. 11. Coordinate award presentations, and graduation activities, verifying that graduation requirements have been met. 12. Assist in the management and dissemination of the Emergency Health Care Plans to all appropriate school personnel. 13. Develop and maintain a site-specific database for high school and adult programs for data collection purposes. 14. Manage, implement, and train faculty regarding Santa Rosa Adult School (SRAS) safety program and routine inspections. 15. Manage routine maintenance activities for the school to ensure proper school functioning. 16. Coordinate transportation services at the assigned school. 17. Participate in the financial planning, budgeting process, and disbursement of funds for the school, including securing supplies, materials, equipment, and services. 18. Interpret and make recommendations for yearly changes to the District's Pupil Progression Plan and Code of Student Conduct. 19. Develop, implement, and manage high school, adult high school, Adult Basic Education (ABE), GED® preparatory, and online curriculum. 20. Fulfill all duties as the Dean (refer to the High School Dean of Students for a complete job description). 21. Provide assistance in the screening, referral, identification, and placement of students with special needs. 22. Assess students using the Multi-Tier Support System (MTSS) and provide assistance. 23. Monitor the 504 Plan process, including involving parents and school personnel, creating Plans, and maintaining compliance. 24. Explain the nature and purpose of assessments in an understandable manner, providing feedback when making recommendations to appropriate individuals. 25. Coordinate, train, and administer a variety of standardized tests, maintain security, and interpret test results to parents, students, and school staff.

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

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.

Santa Rosa High School (SRHS) maintains an active School Advisory Council (SAC) throughout the year. This council includes all stakeholders identified above. A workshop with this group is held to assist in the development of the SIP. Additionally, input is provided through the year during parent involvement events (Annual Title 1 parent meeting and open houses twice per year). Additional information is collected from stakeholders through surveys.

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))

SRHS conducts monthly data review meetings, quarterly department level data / MTSS meetings, and semiannual district facilitated MTSS meetings. During each of these data review sessions the progress toward SIP goals is reviewed and if adjustments are needed, they are discussed at that time. The school leadership team meets regularly to review adjustments to academic programming and the SIP. As potential adjustments to the SIP are identified, this information is brought to the SAC group of stakeholders for discussion. Classroom walkthroughs, student progress monitoring, common instructional planning time/input, Professional Learning Communities (PLCs), staff feedback, parental and community input are all considered when adjusting the SIP. In addition, the District Continuous Improvement team, who includes the Director and Coordinator of Continuous Improvement, the Superintendent of Schools, the Assistant Superintendent of Curriculum and Instruction, Middle and High School Grade Level Directors, the Workforce Education Director, and Curriculum Coordinators for Math/ Science/Social Studies/Literacy will meet each semester to monitor the implementation of the School Improvement Plan strategies and determine if the strategies are effective based upon progress monitoring data.

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)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	23%
2022-23 Economically Disadvantaged (FRL) Rate	74%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: COMMENDABLE 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	12	55	50		58	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	9	49	38	18	41	38	7		
Math Learning Gains				44			10		
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	28	76	64	35	57	40			
Social Studies Achievement*	28	73	66	43	49	48	48		
Middle School Acceleration					40	44			
Graduation Rate	39	91	89	34	69	61	30		
College and Career Acceleration	22	66	65	10	74	67	15		
ELP Progress		57	45						

* 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)	CSI
OVERALL Federal Index – All Students	23
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	138
Total Components for the Federal Index	6
Percent Tested	94
Graduation Rate	39

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	184
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	34

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	11	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL	36	Yes	2	
PAC				
WHT	24	Yes	4	1
FRL	21	Yes	4	4

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	19	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL	20	Yes	1	1
PAC				
WHT	34	Yes	3	
FRL	30	Yes	3	3

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	12			9			28	28		39	22	
SWD				5				0			3	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL											1	
PAC												
WHT	15			9			24	29		28	6	
FRL	5			7			29	24		25	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				18	44		35	43		34	10	
SWD										38	0	
ELL												
AMI												
ASN												
BLK												
HSP												
MUL										20		
PAC												
WHT				23	58		38	37		35	12	
FRL				23	42		38	39		30	8	

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				7	10			48		30	15	
SWD										32		
ELL												

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
AMI												
ASN												
BLK										9		
HSP												
MUL										25		
PAC												
WHT				8	10			56		31	16	
FRL				5				50		29	7	

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	11%	55%	-44%	50%	-39%
09	2023 - Spring	*	55%	*	48%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	7%	58%	-51%	50%	-43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	55%	-52%	48%	-45%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	73%	-48%	63%	-38%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	70%	-44%	63%	-37%

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.

Santa Rosa High School is part of the district's dropout prevention program, functioning on a block schedule which allows students to earn a full credit each semester. As such, there is a high number of student roll-over, large groups of students enroll in August and January, and students earn their diplomas in October, December, March, and May. Few students are enrolled for both required surveys to acquire accurate data. For example, there is no ELA data reported in Section II. With a population of students aged 16+, very few are testing ELA for the first time (<10 in 9th and 10th grade first impulse ELA). The majority of students are re-testing to meet graduation requirements. Answers within the section rely heavily on in-house data collection rather than projected/supplied data.

Based on 2022-2023 FAST ELA PM3 Grade 10, Off-Grade Testers reports:

*Thirteen (13) 11th grade students re-tested, two (2) earned on-grade-level or above (16%), therefore 84% scored below satisfactory or inadequate.

*Fourteen (14) 12th grade students re-tested, one (1) earned on-grade-level (7%), therefore 93% scored below satisfactory or inadequate.

These are students who have had multiple opportunities to test through FSA, ACT, and SAT for concordant scores and at the time of PM3 still required a score to meet graduation requirements.

Based on 2022-2023 FAST ELA PM3 first impulse test reports:

*Nine (9) 9th grade students tested, one (1) earned on-grade-level (11%), therefore 89% scored below satisfactory or inadequate.

*Twenty-eight (28) 10th grade students tested, three (3) earned on-grade-level or above (11%), therefore 89% scored below satisfactory or inadequate.

Overall for 64 students tested using ELA PM3 in 2022-2023, seven (7) earned on-grade-level or above (11%), therefore 89% scored below satisfactory or inadequate.

ELA as the lowest performance has been a trend for SRHS's dropout prevention students for many years.

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

English Language Arts (ELA) showed the greatest decline from 2021-2022 to 2022-2023 across all grade levels. Students in the testing cohort have academic gaps from the Covid-19 pandemic. There was a new curriculum for teachers to adapt to using. There was a new testing format, and with SRHS's block schedule, there were many students who were not enrolled in an ELA course at the time that ELA PM3 was administered.

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.

Santa Rosa High School's graduation rate reflects a significant gap from the state graduation rate. As the local dropout prevention program, SRHS students tend to be two or more years behind their cohort upon their enrollment. Often, this means that students are at a point that they cannot earn all required credits within their four year timeline. SRHS focuses on the students' needs and eventual graduation.

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

Santa Rosa High School's graduation rate has shown consistent improvement: 19-20 = 30.1%, 20-21 = 34.5%, 21-22 = 39%, and using in-house data collection through the Focus SIS, 22-23 is predicted to increase.

Santa Rosa High School's certified school counselors keep abreast of all opportunities for student success, using methods such as helping students and families to decide between a standard 24-credit or 18-credit ACCEL options, using grade forgiveness and credit-recovery for GPA needs, CTE offerings to meet math/science credit needs, offering all concordant testing opportunities and meeting with students prior to testing to explain opportunities and importance. Certified school counselors meet with seniors and potential graduates at least quarterly to review and update graduation requirements, and ensure students and families understand their status. Meetings with underclassmen are less frequent, but at least annual. The administrative team reviews at-risk student reports regularly and monitors data for accuracy throughout the year. Through Title 1, SRHS employed a part-time Family Engagement & Outreach position as another form of contact for at-risk students and offers tutoring twice weekly to students.

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

As a high school (9-12) EWS reflection is not required.

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

SRHS has the following highest priorities for the 2023-24 school year:

- 1) Improve ELA proficiency of all students and the SWD, MUL, WHT, and FRL sub-groups.
- 2) Improve instructional practice, through Professional Learning Communities (PLCs), specifically related to standards based instruction through the continued implementation of the Marzano instructional model and data informed instruction, and the new implementation of student led academic teams.
- 3) Promote a school wide positive culture and environment for students, parents, and faculty and staff.
- 4) Improve graduation rate.

Area of Focus

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

#1. 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 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.

Our goal is to increase the Math, Science, and Social Studies proficiency scores and the graduation rate for SWD, Multiracial, White, and Free and Reduced students. The subgroup data for these subgroups indicates subject areas proficiency scores and the graduation rate lower than the required Federal Index of 41%. For the 2021-22 school year the proficiency scores for all students were (18% Math), (35% Science) and (43% Social Studies). There was no ELA data available for 2021-22. Subgroup scores for Math were (23% White) and (23% Free and Reduced); Science (38% White) and (38% Free and Reduced); Social Studies (37% White) and (39% Free and Reduced). Graduation scores were 34% for all students, 38% for SWD, 20% for Multiracial, 35% for White and 30% for Free and Reduced students.

Students must earn all credits toward their diploma option and must also pass a state ELA assessment or approved concordant test, pass an Algebra or concordant test, and obtain GPA of 2.0 or higher. A deficiency in testing or GPA can lead a student to a certificate of completion rather than a diploma. An increase in proficiency scores will improve graduation rates.

Measurable Outcome:

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

Short Term:

*In the current year, all students, as well as the white, free & reduced, multiracial & students with disability populations will improve proficiency by a minimum of three points in the subject areas of math, science & social studies.

*Students identified as at-risk of not meeting graduation requirements, will be on the school interventionist's case-load with cohort year seniors as the top priority. With assistance of the interventionist, & other SRHS supports, at least 75% of at-risk cohort seniors will meet graduation requirements within their cohort year.

Long Term:

*At the end of three years all subgroup populations in the subject areas of math, science & social studies will have improved proficiency scores up to the 41% required Federal Index.

*At the end of three years, at least 80% of students identified as at-risk of not meeting graduation requirements will meet graduation requirements within their cohort year.

Monitoring:

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

The interventionist, with assistance of the SRHS leadership team (administration and certified school counselors) will develop the list of at-risk students with emphasis on cohort year seniors. Once the list is produced, the interventionist will provide small group and one-on-one support, maintain documentation of progress and opportunities offered to the student, and ensure each student is aware of current progress toward graduation and available supports.

The SRHS leadership team, interventionist, and core content area departments will meet for MTSS meetings quarterly. Progress Monitoring Plans (PMPs) will be maintained for each student as necessary. Progress monitoring and assessment retake results will be shared with the student and parents throughout the school year.

Person responsible for monitoring outcome:

Larry Heringer (heringerl@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.)

Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. Provide each high-risk, high-needs student with an adult advocate whose primary task is to help students get back on track for graduation. (pg. 21)

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=27

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

What Works Clearinghouse staff and the panel assigned a moderate level of evidence based on eight studies that meet WWC group design standards without reservations. The strong internal and external validity of supporting studies, and the preponderance of positive effects among studies that provide a direct test of the recommendation, indicate a moderate level of evidence. (pg. 66)

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=27

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 2 - Moderate 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.

Determine at-risk students based on cohort year and progress toward meeting graduation requirements.

Person Responsible: Kenda Parker (parkerk@santarosa.k12.fl.us)

By When: October 1, 2023.

Provide at-risk student list to interventionist and ensure that introductory meetings between interventionist and students are beginning.

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

By When: October 9, 2023.

Conduct quarterly MTSS meetings with academic departments, leadership team, and interventionist.

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

By When: Mid-September, mid-November, early February, and early May.

Document accurate reflection of progress and opportunities in student Progress Monitoring Plans (PMPs).

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

By When: Ongoing, September through May.

#2. Instructional Practice specifically relating to Professional Learning Communities

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.

The 2021-22 ELA proficiency score was 48%. Our goal is to improve instructional practice, through Professional Learning Communities (PLC), specifically related to standards based instruction through the continued implementation of the Marzano instructional model and data informed instruction, and the new implementation of student led academic teams. Opportunities will be provided for educators to attend conferences aligned to PLC topics and return with information to share with faculty. Improving Tier 1 instruction for all subject areas. Most notably ELA will increase in student achievement.

Measurable Outcome:

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

Short Term: Instructional personnel will attend at least 80% of PLCs as verified by sign in sheets. Faculty will receive high quality feedback through routine classroom walkthroughs and informal/formal observations. This will be evidenced through periodic review of observation data. Additionally, employee satisfaction survey data at the end of the year will be reviewed to ensure that teacher perception of administrative support for accomplishing work objectives will remain above 4.5 on a 5.0 scale. In addition, ELA score will increase by 3% from 48% in 2021-22 to 51%.

Long Term: Teacher performance on Marzano Focused Teacher Evaluation Model elements:

- A. Maintain expertise in content area as evidenced by an average of 3.5 or above when following the observation rubric with fidelity and
- B. Promote teacher leadership and collaboration.
- C. Improve ELA proficiency score to 57% (9 percentage points) by the end of three years.

Monitoring:

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

The school leadership team will participate in or review minutes of PLC meetings. Meetings are conducted three times per academic term. Teacher leaders will be provided summer planning time for PLC content including the Marzano instructional model, rubrics and scales, data informed instruction, and student led academic teams. Administrators will evaluate the above referenced Marzano Focused Teacher Evaluation Model elements each quarter and review the results as a leadership team. ELA scores will be monitored during PLCs by reviewing the ELA Cambium data results for PM1, PM2 and PM3. Based upon the results, interventions will be provided for students who are struggling with mastering the standards.

Person responsible for monitoring outcome:

Larry Heringer (heringerl@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.)

In order to improve instructional practice through Professional Learning Communities, specifically related to standards based instruction, we will conduct PLCs with fidelity and empower teacher leaders. According to Dufour, "members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress".

- 1) <https://www.theprincipalsplaybook.com/instructional-leadership/plc-dufour>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"As Peter Senge and colleagues conclude, "The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results." This focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning."

<https://www.theprincipalsplaybook.com/instructional-leadership/plc-dufour>

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 2 - Moderate 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.

Plan with PLC lead teachers for 2023-2024 focus areas and create a schedule.

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

By When: Pre-planning, August 2-9, 2023

Conduct initial PLC meetings to set expectations and norms for the year, briefly preview topics for the year, and ensure PLC members know meeting dates/times.

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

By When: By the end of pre-planning, August 9, 2023

Meet three times each quarter as a PLC. Administration will attend meetings or review meeting minutes if they are unable to attend.

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

By When: End of each quarter, October 2023, December 2023, March 2024, and May 2024.

#3. 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.

Student connection with the school, faculty, and staff can be an indicator of success. Programs such as Capturing Kids' Hearts increase student connection. Santa Rosa High School attendance rate for 2021-2022 was 73.69%, and 2022-2023 was 75.60% (+1.91%). The number of office discipline referrals in 2021-2022 was 285, and 2022-2023 was 281 (-1%). SRHS also uses positive behavior referrals to highlight extraordinary behaviors or improvements in students. In 2021-2022 we issued 313 positive referrals, and in 2022-2023 there were 489 (+56%).

Students will be more engaged by offering curricula & programs that connect schoolwork with college & career success which improve students' capacity to manage challenges in and out of school.

Measurable Outcome:

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

Short Term: At the end of the current year

- *Reduce the dropout rate and (retain) at least 80% of students from Semester 1 to Semester 2, excluding graduates.

- *The Student satisfaction survey, provided at the end of the year will meet or exceed the current average of 3.49.

- *Increase the attendance rate to 78%.

- *Decrease the number of discipline referrals to 275.

Long Term: By the end of three years

- *Reduce the dropout rate and (retain) at least 80% of students from Semester 1 to Semester 2, excluding graduates.

- *The Student satisfaction survey will increase to 3.75.

- *Increase the attendance rate to 80%.

- *Decrease the number of discipline referrals to 265.

Monitoring:

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

Short term: Enrollment data and exit interviews will be reviewed for students who choose to leave the program. Data will be collected regarding their decision to exit.

Long Term: Student satisfaction Survey will analyzed by the School Leadership Team over a period of three years.

Person responsible for monitoring outcome:

Larry Heringer (heringerl@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.)

CTE offerings & "Life Skills" classes will be increased. To develop a positive culture and environment, SRHS will implement Capturing Kids' Hearts (a program which focuses on the importance of school relationships), and continue positive behavior referrals. All students are required to pass a "Life Skills" class (currently under the title of Personal Finance, which covers career planning, budgeting, common life obstacles, resilience, and coping skills). Parents will be invited to Open House each semester to increase their capacity to support their students for meeting graduation requirements. Career/College and

Graduation Nights will be hosted. CTE / CAPE certification classes will be increased to help students explore career options & earn certifications toward their path. A Title 1 Mentor will be provided for students and families who need more support & encouragement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students are engaged in school when they are interested in their classes and see them as important to their future, and when they feel they belong in school. Engaged students have good attendance, come to class prepared, and are able to navigate daily challenges in and out of school. These behaviors, in turn, improve course pass rates and help students establish positive relationships with teachers and peers, reinforcing students' sense of belonging in school. (p. 28) [efaidnbmnnnibpcajpcglclefindmkaj/https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.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.

Conduct first semester intake meetings and discuss career goals and pathways.

Person Responsible: Jessica Booher (booherj@santarosa.k12.fl.us)

By When: Pre-planning and through 2nd week of school, pending enrollment space.

Conduct first semester meetings with potential graduates for post secondary planning, scholarships, applications, etc.

Person Responsible: Kenda Parker (parkerk@santarosa.k12.fl.us)

By When: November, 2023

Conduct second semester intake meetings and discuss career goals and pathways.

Person Responsible: Jessica Booher (booherj@santarosa.k12.fl.us)

By When: January, 2024

Conduct second semester meetings with potential graduates for post secondary planning, scholarships, applications, etc.

Person Responsible: Kenda Parker (parkerk@santarosa.k12.fl.us)

By When: April, 2024

Administer CTE testing during CTE enrollment.

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

By When: Throughout the year since each CTE program has different requirements. and timelines.

Communicate to students the availability of the first semester student survey. Distribute and collect student surveys by opening up the online survey site.

Person Responsible: Jessica Booher (booherj@santarosa.k12.fl.us)

By When: The first semester survey will be opened in the fall of the year.

Communicate to students the availability of the second semester student survey. Distribute and collect student surveys by opening up the online survey site.

Person Responsible: Kenda Parker (parkerk@santarosa.k12.fl.us)

By When: The second semester survey will be opened in the spring/summer of the year.

#4. 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.

Our goal is to Improve graduation rate. Santa Rosa High School's graduation rate has shown consistent improvement, 19-20 = 30.1%, 20-21 = 34.5%, 21-22 = 39%, and using in-house data collection through the Focus SIS, 22-23 is predicted to increase. While this improvement is significantly positive and consistent, the state graduation rate for 2021-22 was 87.3%. This signifies that our school and students' previous schools must continue the work in this area.

Measurable Outcome:

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

Short Term: Our goal is for the 23-24 graduation rate to increase to 42%. One step in meeting this goal is early identification of at-risk students based on graduation requirements and cohort year. Students' parents and teachers will be made aware of student deficiencies and graduation requirements as early as possible. Appropriate interventions will be identified and implemented. 100% of students will be counseled regarding graduation status as identified on graduation needs sheets. Additionally, parent/student notification of graduation requirements will be conducted through Open House/Grad Night meetings and Class Tag notifications. This will be evidenced by Class Tag reports and Open House/Grad Night sign in sheets.

Long Term: Our goal is to increase graduation rates to 45% at the end of three years.

Monitoring:

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

Students progress toward graduation will be monitored quarterly by way of early identification in MTSS meetings, documentation of Progress Monitoring Plans (PMPs) and early and reviewing FOCUS generated at-risk reports. The school counselors will conduct routine graduation status checks.

Person responsible for monitoring outcome:

Larry Heringer (heringerl@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 Multi-tiered System of Support (MTSS) or Rtl program will drive the identification of at-risk students through the constant review of data, the identification of needed interventions for at-risk students, and the assignment and monitoring of assigned interventions. Preventing drop-out in the secondary school will be a major focus. Such interventions will include individualized support. The Institute of Education Sciences recommends that schools working to prevent students from dropping out in secondary programs "Provide intensive, individualized support to students who have fallen off track and face significant challenges to success." <https://ies.ed.gov/ncee/wwc/PracticeGuide/24>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to The Institute of Education Sciences "WWC staff and the panel assigned a moderate level of evidence based on eight studies that meet WWC group design standards without reservations. Four of these studies reported positive effects for outcomes in at least one of the three primary outcome domains, 192 and two of the three studies that examined outcomes in the graduating school domain found positive effects

on high school graduation. Two of the four studies that found positive effects evaluate interventions that

are closely aligned with all of the recommendation's steps and do not include components of other recommendations; these studies provide a direct test of the recommendation. The strong internal and external validity of supporting studies, and the preponderance of positive effects among studies that provide a direct test of the recommendation, indicate a moderate level of evidence." https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=27

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 2 - Moderate 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.

Conduct initial intake meetings, graduation needs sheets. Based upon the review of this data, assign interventions for at-risk students.

Person Responsible: Jessica Booher (booherj@santarosa.k12.fl.us)

By When: This will occur during initial intake, pre-planning and up to 2 weeks into the school year if enrollment capacity is not met.

PMPs will be developed for at-risk students based on GPA, credits earned toward graduation, or testing needs.

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

By When: Mid-September

PMPs will be updated & graduation needs sheet updated. Intervention progress will be examined for success and if positive results are not shown, the intervention will be adjusted or changed.

Person Responsible: Kenda Parker (parkerk@santarosa.k12.fl.us)

By When: November 1, 2023

PMPs will be updated & graduation needs sheet updated for second semester. Data will be reviewed and progress toward graduation will be determined. Individual support will continue to be provided while making adjustments to interventions.

Person Responsible: Jessica Booher (booherj@santarosa.k12.fl.us)

By When: January 15, 2024

PMPs will be updated & graduation needs sheet updated. Data will be reviewed and progress toward graduation will be determined.

Person Responsible: Kenda Parker (parkerk@santarosa.k12.fl.us)

By When: April 1, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We have completed a Title I planning sheet for activities and materials we plan to purchase with our funding to support the strategies we have identified in our school improvement plan. Title I funding is under the oversight of the Director of Federal Programs. The Principal and Assistant Principal stay in communications with the Director of Federal Programs not only for beginning of the year purchases but to ensure that funding is being utilized appropriately throughout the school year. In addition, administrators ensure the funding is tied to school improvement outcomes.

While UniSIG funding is to be under the oversight of the Director of Federal Programs once funding is received, prior to any disbursement, administrators of the school have communicated directly with the Department of Continuous Improvement to receive feedback on ensuring that requests for UniSIG funding meets the school improvement goals.

To improve our state assessment proficiency scores and graduation rates for the white, multiracial, students with disabilities and free and reduced students, we will be hiring an interventionist who will be providing individualized support to our most at-risk students who are struggling with completing graduation requirements.

To build a better school to home connection, we will be providing our families and students Open House/ Grad Nights where we will provide valuable information for success at Santa Rosa High School. In addition, Progress Monitoring Plans (PMPs) will distributed to students and parents as a way to communicate the progress of their students within the MTSS program.

We will host five School Advisory Council meetings throughout the year and have a Fall and Spring Continuous Improvement collaboration meetings with the district to share school-wide data, how the implementation of our school improvement plan is progressing and how utilizing an interventionist has impacted student performance and progress towards graduation. It is during these meetings that we will be monitored by the District for compliance.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The following methods are being use to disseminate information to stakeholders:

*School website: <https://srh.santarosashools.org>

*ClassTag email with access information to documents on the website

*Title 1 binder - available in the front office for viewing

*School Advisory Council meetings--The school website has a SAC section to include all SAC related documentation.

*Open House--review of documents with attendees

*Faculty & Staff pre-planning meeting

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

To begin the relationship early, parents are involved in their student's intake meeting with certified school counselors. Parents are welcomed to the main office and to call anytime they have questions or concerns. Parent engagement events hosted throughout the year including: Fall Open House, Fall Career & College Night, Spring Open House, Spring Career & College Night, and Graduate Information Night. The school website at <https://srh.santarosaschools.org>, ClassTag emails, the Family Engagement Plan located on the website provide information, facts and updates for parents and families.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Tutoring is offered for all ESSA Subgroups to address all content areas. A Title 1 Mentor contacts students and their families who are showing signs of struggle or demonstrating concerning patterns of attendance as a way to maintain a graduation focus. Certified School Counselors meet with students and guardians to develop the Graduation Needs Sheet (credits, GPA, & testing). Counselors update the sheet quarterly and as test results are received, students and parents are updated, and have access through their FOCUS portal. An intervention position, pending UniSIG approval, is sought to conduct small group and one-on-one sessions focusing on graduation requirements and assessments. The Focus Areas addressed with these UniSIG funds Instructional Practice specifically relating to Professional Learning Communities and ESSA Subgroups specifically related to Outcomes of Multiple Subgroups. In our case the subgroups are white, multiracial, students with disabilities and free and reduced students. Professional Learning Communities will focus on teachers' best practices and implementation of quality, data-driven instruction including scales & rubrics, student-led teams, and data-driven decision making. An increased of Career & Technical Education offerings for career pathways will be an enhancement for students as well as provide alternate credit options for math and science credits.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$60,926.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5400	120	0152 - Santa Rosa High School	UniSIG	1.0	\$40,375.00

			Notes: Salary for one full time intervention teacher to instruct, plan, train, assess and monitor at-risk dropout prevention students. The staff member will be in place second, third, and fourth quarters. Salary is based on current starting salary (\$47,500 x 85%). This is to account for 75% of the school year and an additional 10% for potential increases. To be completed by June 30, 2024.			
	5400	210	0152 - Santa Rosa High School	UniSIG	1.0	\$5,479.00
			Notes: Benefits - Retirement for one full time intervention teacher to instruct, plan, train, assess and monitor at-risk dropout prevention students. The staff member will be in place second, third, and fourth quarters. Salary line 120 (\$40,375 x 13.57%) To be completed by June 30, 2024.			
	5400	220	0152 - Santa Rosa High School	UniSIG	1.0	\$3,089.00
			Notes: Benefits - FICA for one full time intervention teacher to instruct, plan, train, assess and monitor at-risk dropout prevention students. The staff member will be in place second, third, and fourth quarters. To be completed by June 30, 2024.			
	5400	230	0152 - Santa Rosa High School	UniSIG	1.0	\$10,000.00
			Notes: Benefits - Health insurance for one full time intervention teacher to instruct, plan, train, assess and monitor at-risk dropout prevention students. The staff member will be in place second, third, and fourth quarters. To be completed by June 30, 2024.			
	5400	240	0152 - Santa Rosa High School	UniSIG	1.0	\$485.00
			Notes: Benefits - Workers compensation for one full time intervention teacher to instruct, plan, train, assess and monitor at-risk dropout prevention students. The staff member will be in place second, third, and fourth quarters. This includes a 5% increase. To be completed by June 30, 2024.			
	5400	510	0152 - Santa Rosa High School	UniSIG		\$766.00
			Notes: Materials and supplies for the intervention teacher to include educational activities, classroom and related supplies (pencils, pens, paper, printer ink, LED writing tablets, batteries, and consumable materials).			
	5400	369	0152 - Santa Rosa High School	UniSIG		\$732.00
			Notes: Copier Annual Contract roughly 25% of copier annual costs and overages to print materials for student use in the classroom and study materials for dropout prevention population who often lack home internet.			
2	III.B.	Area of Focus: Instructional Practice: Professional Learning Communities				\$7,341.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	332	0152 - Santa Rosa High School	UniSIG		\$6,950.00
			Notes: Out of county travel for four educators to attend professional development conference (Building Expertise Educators' Conference) or other training to improve instructional outcomes. Participants will be required to present information, processes, and ideas in faculty/staff meetings, trainings, and professional development sessions. "State Rate Travel" will apply. To be completed by June 30, 2024.			
	6400	520	0152 - Santa Rosa High School	UniSIG		\$391.00
			Notes: Books (The Power of Student Teams - M. Toth & D. Sousa). To be utilized in Professional Learning Communities.			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
4	III.B.	Area of Focus: Graduation: Graduation				\$0.00

Total:	\$68,267.00
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Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No