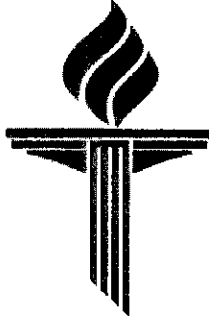

Santa Rosa County District Schools

School Improvement Plan

2016-2017



NAVARRE HIGH SCHOOL

School

Brian M. Noack

Principal

Victoria Cartee

School Advisory Chair

A handwritten signature in black ink, appearing to read "Brian M. Noack".

Principal Signature

A handwritten signature in black ink, appearing to read "Victoria Cartee".

School Advisory Chair—Signature

Date of School Board Approval _____

Santa Rosa School Improvement Plan- 2016-2017

Part I- Current School Status

Accreditation Standard 1- Purpose and Direction

Accreditation Standard 2- Governance and Leadership

- 1. Describe the involvement of the School Advisory Council in the development of this plan.**

The current School Improvement Plan is developed from data results associated with the 2015-16 Report of Progress (End of Year Report), as well as student data available for the 2016-17 school year. The plan is presented to the SAC Council for analysis and discussion. The SAC Council members then vote to approve the current plan.

- 2. Describe the activities of the School Advisory Council anticipated for the 2016-2017 school year including the monitoring of this School Improvement Plan.**

SAC Council will have regular meetings (minimum of 4) throughout the year. During these meetings, council members will be presented with updated information and provided the opportunity for open discussion of progress. In addition to meetings, various council members will also take part in specific training sessions related to student achievement and Navarre High School data.

- 3. Multi-Tiered System of Supports (MTSS)**

Accreditation Standard 3- Teaching and Assessing for Learning

Accreditation Standard 4- Resources and Support System

School-Based MTSS Team

A. Identify the school-based MTSS leadership team members.

Principal – Brian Noack

Assistant Principals – Brian Howell, Kasie Windfelder, and Joe Trujillo

Deans – Tori Cartee and Klint Lay

Guidance Counselors – Laura Hagedorfer, Elizabeth Harman, Doug Mahone and Carol Warner

School CDAC Counselor – Lyssa O’Connor

Military/Family Life Counselor – Jennifer Cox

Family Resource Specialist – Belen Parsley

In-School Suspension – Wendell Slater

NGCAR-PD Teachers

General Education / ESE Teachers

B. Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions).

The MTSS Leadership Team addresses areas of concern in academics, behavior, health, and safety in an attempt to align students (and families) with the appropriate resources in order to increase overall success.

The MTSS Leadership Team will work with the Coordinator of Continuous Improvement along with NHS Staff members to develop and implement a viable intervention plan for the 2016-2017 school year. The MTSS team schedules meetings twice per grading period in order to maintain focus on increasing student engagement and achievement. The MTSS team works with all departments to identify professional development needs and resources to assist teachers in the implementation of the MTSS process. The team will also collaborate regularly to problem solve, share effective Deliberate Practices, make decisions, and develop new teaching methods that incorporate differentiated instruction. The MTSS team will collaborate with the departments to determine the effectiveness of each department's Tier 1 core curriculum. The MTSS Leadership team will also work with the departments to identify students who require Tier 2 and Tier 3 interventions.

The MTSS Leadership team will work with staff in overseeing compliance with the district's MTSS Plan, which includes implementing appropriate interventions and tracking the effectiveness of those interventions with approved data tools (i.e. SMART System, DEA, FSA Assessments, EOC exams, Achieve 3000).

Principal (Brian Noack): Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of intervention skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principals (Kasie Windfelder, Joe Trujillo, and Brian Howell) and Deans (Tori Cartee and Klint Lay): Facilitate the Principal's vision for the use of data-based decision-making, ensures implementation of intervention support and documentation, conduct/facilitate professional development to support MTSS implementation.

Guidance Counselors (Laura Hagendorfer, Doug Mahone, Elizabeth Harman, and Carol Warner): Participate in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

General Education Teachers: Provide information about core instruction, participates in student data collection, deliver Tier 1 instruction, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

ESE Teachers: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as Inclusion.

NGCAR-PD Teachers: Utilize evidence-based intervention strategies for at-risk students in Reading; implement appropriate Tier 2 and Tier 3 interventions through content area reading in the student's core courses.

School CDAC Counselor (Lyssa O'Connor) / Family Resource Specialist (Belen Parsley) / Military-Family Life Counselor (Jennifer Cox): Participate in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; facilitates data-based decision making activities. Establish individual and group counseling sessions for at-risk students. Provides data to the MTSS team to assist in the development of intervention plans.

In-School Suspension (Wendell Slater): Oversees PBIS interventions for discipline issues; career counseling for students; one to one behavior modification talks; motivational guest speakers; individual and group counseling sessions; core course assignments completed.

- C. Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the problem-solving process was used in developing and implementing the SIP.

The SIP is driven by the actions of the MTSS leadership team by analyzing student data, identifying barriers, and developing and implementing strategies in an attempt to increase student performance with regards to graduation. The MTSS leadership team will advise the SIP writing team with regards to appropriate student identification, effective Tier 1 instruction, and appropriate Tier 2/Tier 3 interventions.

MTSS Implementation

D. Provide the data source(s) used at each tier for ELA, mathematics and behavior.

- Tier I Academics-
 ELA – DEA, FSA
 Mathematics – DEA, EOC Exam (Algebra 1, Geometry, and Algebra 2)
 Science – DEA, EOC Exam (Biology)
 United States History – EOC Exam
- Tier I- Behavior- Student Code of Conduct, NHS Student Handbook

- Tier II Academics-
 ELA – DEA, FSA
 Mathematics – DEA, EOC Exam (Algebra 1, Geometry, and Algebra 2), Algebra Nation
 Science – DEA, EOC Exam (Biology)
- Tier II- Behavior- Discipline referrals and attendance records in SMART (PMPs), Truancy Intervention Conferences (TICs), Behavior Contracts, Ripple Effect software

- Tier III Academics-
 ELA – DEA, FSA, Achieve 3000
 Mathematics – DEA, EOC Exam (Algebra 1, Geometry, and Algebra 2), Algebra Nation
 Science – DEA, EOC Exam (Biology)
- Tier III- Behavior- Persistent misconduct (Alternative Placement Recommendation), EBD unit

E. Describe the plan to train staff on MTSS during the 2016-2017 school year.

District provided professional development will be utilized to provide training to MTSS team members during pre-planning, as well as ongoing training throughout the school year as needed. The MTSS team members will then offer small group training and information to teachers and staff at the school site.

4. Effective and Highly Effective Teachers

Describe the strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible
The school district assumes all responsibility in recruiting and retaining high quality and effective teachers through a rigorous hiring and evaluation process, Feedback and improvement of instruction follows the research-based Marzano process.	Assistant Superintendent of Human Resources Conni Carnley

5. Non-Highly Effective Instructors

Provide the number of instructional staff teaching out-of-field **and** received a *less than* an effective rating.

Number of instructional staff and paraprofessionals teaching out-of-field and who received <i>less than</i> an effective rating.	Strategies to support the staff in becoming highly effective
<i>Data for this area section was not available at the time of submission. This section will be amended once data is available.</i>	The school administration follows the district's research-based guidelines regarding observations, feedback, and evaluation of employees. High quality professional development is provided at the school and district level based on need demonstrated through district, school, and/or individual employee performance data.

Part II-Expected Outcomes

Accreditation Standard 4- Resources and Support System

Area 1- Schoolwide Barriers to Proficiency/ Graduation

Required for primary, elementary, middle and high schools.

Data Source for this Schoolwide Goal: SMART System/Raptor	15-16 Results (%/#): <u>94.6%</u>	16-17 Goal (%/#): <u>95%</u>	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Daily Student Attendance	A. Early identification of students with poor attendance ... Consistent monitoring and intervention. Continuation of the Truancy Intervention Program. Truancy Intervention Conferences (TICs) with student and parents.	Administration Deans/Student Services Attendance Clerk MTSS Leadership Team	SMART System Daily Attendance Report Parent Communication Raptor System
	B. Implementation of District Attendance Policy	Same as Above	Same as Above
	C. Development of a Student Attendance Incentive Program	Same as Above	Same as Above

Data Source for this Schoolwide Goal: <u>SMART System/Survey</u>	15-16 Results (%/#): _____	16-17 Goal (%/#): _____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
2. Daily Engagement of At-Risk Students	A. Development and implementation of high yield strategies and interventions used to create lessons that promote increased student involvement.	Administration Teachers / Mentor Teachers PLC Facilitators / Team Members	SMART System PLC Team Collaboration Classroom Observations Student Engagement Survey
	B. Promote professional development for instructional staff that aligns and focuses best practices on increased student engagement.	PLC Facilitators / Team Members Administration Mentor Teachers	PLC Team Collaboration Classroom Observations

Data Source for this Schoolwide Goal: <u>PLCs / Observations</u>	15-16 Results (%/#): _____	16-17 Goal (%/#): _____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
3. Appropriate knowledge base and understanding of the Florida Standards Assessments (FSA) platform	Expectation of participation in district wide Professional Development. Active participation in topic/group specific PLCs in order to develop cognitively	Administration Department Chairs PLC Facilitator	Department Specific Lesson Plans Formal / Informal Assessments

	complex lesson plans that implement rigorous deliberate practices with regards to the Florida Standards.		Classroom Observations PLC Discussion and Feedback

Data Source for this Schoolwide Goal: <u>My PD / Conferences</u>	15-16 Results (%/#): _____	16-17 Goal (%/#): _____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
4. Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains	Expectation of participation in district wide Professional Development. Authentic Data Chats with students. Active participation in test analysis and the levels of difficulty associated with test items and its impact on student learning gains and performance.	Administration Teachers / Department Chairs	My PD Transcript Classroom Observations Teacher Feedback Post-Conference Meetings

Data Source for this Schoolwide Goal: <u>SMART System/Guidance</u>	15-16 Results (%/#): _____	16-17 Goal (%/#): _____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

<p>5. High transient rate accounts for varying proficiency levels and pacing issues</p>	<p>Monitoring of received student data with fidelity</p> <p>Appropriate placement in student courses</p> <p>Efficient monitoring of student abilities</p>	<p>Testing Secretary</p> <p>Guidance Counselors</p> <p>Classroom Teachers</p> <p>Military Life Counselor (MFLC)</p>	<p>SMART Data</p> <p>Student records viewed for test/EOC completion data</p> <p>Progress Monitoring / Classroom Performance</p>

<p>Data Source for this Schoolwide Goal: <u>SMART / WIDA / FSA</u></p>	<p>15-16 Results (%/#): _____</p>	<p>16-17 Goal (%/#): _____</p>	
<p>Anticipated Barrier(s)</p>	<p>Strategies to Overcome Barrier</p>	<p>Person Monitoring Strategy</p>	<p>Method of Monitoring Strategy</p>
<p>6. Increased ELL student population</p>	<p>Addition of ESOL Resource Teacher and ParaPro to NHS staffing plan</p> <p>Daily Classroom Instruction-Small Group environment</p> <p>Purchase of Core Content-Area (Language Specific) Dictionaries for each ELL student</p>	<p>ESOL Resource Specialist</p>	<p>SMART</p> <p>WIDA Assessment Results</p> <p>Exit Monitoring Form</p>

ENGLISH LANGUAGE ARTS

Area 2: English Language Arts

2A-2B- Required for primary, elementary, middle and high schools.

<p>2A. Percentage scoring at or above level 3.</p> <p>2015-16 DEA Test D Results (%/#): _____ <i>For Primary Schools</i></p> <p>2015-16 FSA Year-end Results (%/#): <u>61% / 695</u> <i>For Non-Primary Schools</i></p>	<p>2016-17 DEA Midyear Goal (%/#): <u>62% / 704</u></p> <p>2016-17 DEA Test D Goal (%/#): _____ <i>For Primary Schools</i></p> <p>2016-17 FSA Year-end Goal (%/#): <u>63% / 712</u> <i>For Non-Primary Schools</i></p>	<p>2B. Percentage scoring at or above level 4.</p> <p>2015-16 DEA Test D Results (%/#): _____ <i>For Primary Schools</i></p> <p>2015-16 FSA Year-end Results (%/#): <u>34% / 390</u> <i>For Non-Primary Schools</i></p>	<p>2016-17 DEA Midyear Goal (%/#): <u>35% / 399</u></p> <p>2016-17 DEA Test D Goal (%/#): _____ <i>For Primary Schools</i></p> <p>2016-17 FSA Year-end Goal (%/#): <u>36% / 407</u> <i>For Non-Primary Schools</i></p>
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ELA-Specific Section

Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Continue to utilize the Springboard curriculum with fidelity and increased rigor	Collegial Discussion and Grade Level Lesson Planning Vertical Alignment of Curriculum PLC Discussions District and School Level Training	Teachers / Department Chairs PLC Facilitator Administration	DEA monitoring Mini Formative Assessments FSA Classroom Observations Lesson Plans
Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains (School-wide #4)	See School-wide Section	See School-wide Section	See School-wide Section
High transient rate accounts for varying proficiency levels and pacing issues	See School-wide Section	See School-wide Section	See School-wide Section

(School-wide #5)			
Faculty turnover -- Five new teachers within the ELA Department.	Content-specific collaboration within ELA Department PLC – Content specific	Department Chair Mentor Teachers PLC Facilitator	Teacher Feedback and Collaboration Classroom Observations PLC Discussion and Feedback

2C-2D -Required for elementary, middle and high schools.

2C. Percentage of students making learning gains in ELA.	2015-16 FSA Year-end Results (%/#): <u>50% / 484</u> 2016-17 FSA Year-end Goal (%/#): <u>52% / 512</u>		
ELA-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains	Expectation of participation in district wide Professional Development. Authentic Data Chats with students. Active participation in test analysis and the levels of difficulty associated with test items and its impact on student learning gains and performance.	Administration Teachers / Department Chairs	My PD Transcript Classroom Observations Teacher Feedback Post-Conference Meetings
2D. Percentage of students in lowest 25% making learning gains in ELA.	2015-16 FSA Year-end Results (%/#): <u>39% / 102</u> 2016-17 FSA Year-end Goal (%/#): <u>50% / 131</u>		

ELA-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains	<p>Expectation of participation in district wide Professional Development.</p> <p>Authentic Data Chats with students.</p> <p>Active participation in test analysis and the levels of difficulty associated with test items and its impact on student learning gains and performance.</p>	<p>Administration</p> <p>Teachers / Department Chairs</p>	<p>My PD Transcript</p> <p>Classroom Observations</p> <p>Teacher Feedback</p> <p>Post-Conference Meetings</p>

FSAA ELA- *Required for schools with students who took the 2015-16 FSAA—The FAA has been replaced with the current FSAA, therefore a comparison for the prior year is unavailable.*

2E. Percentage of student accuracy for Task 1 (<i>least complex task</i>).	2015-2016 Results (%/#): <u>78% / 20</u>		
2F. Percentage of student accuracy for Task 2.	2015-2016 Results (%/#): <u>54% / 20</u>		
2G. Percentage of student accuracy for Task 3 (<i>most complex task</i>).	2015-2016 Results (%/#): <u>49% / 19</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Strategy Applied	Strategy Not Applied
Lack of test taking strategies and skills	Weekly, guided practice to improve test taking ability		

Proposed English/Language Arts Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Growth Mindset	Mandy King	Faculty / Staff	September 14, 2016	Teacher Feedback	Administration
Florida Standards and Deliberate Practices with Springboard Curriculum	Dept. Chair	ELA Department Members	September 2016 (Ongoing)	Lesson Planning Assessment Discussion	Department Chair PLC Facilitator
PLC Multiple Topics / Specific	PLC Facilitator	Assigned Group Members	September 2016 (Ongoing)	Scheduled Meetings with Discussion and Feedback	PLC Facilitator Administration
Best Practices with the Collaborative Teaching Model	Webinar	Identified Inclusion Teams	August – December 2016	My PD Survey	Inclusion Teams ESE Department Chair

MATHEMATICS

Area 3: Mathematics

3C-3D -Required for elementary, middle and high schools.

<p>3C. Percentage of students making learning gains in math.</p>	<p>2015-16 Math State Assessment(s) Year-end Results (%/#): <u>44% / 523</u></p> <p>2016-17 Math State Assessment(s) Year-end Goal (%/#): <u>50% / 600</u></p>		
Mathematics-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
<p>Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains</p>	<p>Expectation of participation in district wide Professional Development.</p> <p>Authentic Data Chats with students.</p> <p>Active participation in test analysis and the levels of difficulty associated with test items and its impact on student learning gains and performance.</p>	<p>Administration</p> <p>Teachers / Department Chairs</p>	<p>My PD Transcript</p> <p>Classroom Observations</p> <p>Teacher Feedback</p> <p>Post-Conference Meetings</p>
<p>3D. Percentage of students in lowest 25% making learning gains in math.</p>	<p>2015-16 Math State Assessment(s) Year-end Results (%/#): <u>31% / Number not available</u></p> <p>2016-17 Math State Assessment(s) Year-end Goal</p>		

		(%/#): <u>50% / Number not available</u>	
Mathematics-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains	<p>Expectation of participation in district wide Professional Development.</p> <p>Authentic Data Chats with students.</p> <p>Active participation in test analysis and the levels of difficulty associated with test items and its impact on student learning gains and performance.</p>	<p>Administration</p> <p>Teachers / Department Chairs</p>	<p>My PD Transcript</p> <p>Classroom Observations</p> <p>Teacher Feedback</p> <p>Post-Conference Meetings</p>

FSAA Mathematics- *Required for schools with students who took the 2015-16 FSAA—The FAA has been replaced with the current FSAA, therefore a comparison for the prior year is unavailable.*

3E. Percentage of student accuracy for Task 1 (<i>least complex task</i>).	2015-2016 Results (%/#): <u>72% / 23</u>		
3F. Percentage of student accuracy for Task 2.	2015-2016 Results (%/#): <u>42% / 22</u>		
3G. Percentage of student accuracy for Task 3 (<i>most complex task</i>).	2015-2016 Results (%/#): <u>55% / 18</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Strategy Applied	Strategy Not Applied
Lack of test taking strategies and skills	Weekly, guided practice to improve test taking ability		

Algebra I EOC (3H-3I)- Required for schools who offer the course **and** administer the Algebra I EOC.

<p>3H. Percentage scoring at or above level 3</p> <p>2015-16 EOC Year-end Results (%/#): <u>61% / 190</u></p>	<p>2016-17 DEA Midyear Goal (%/#): <u>62% / 193</u></p> <p>2016-17 EOC Year-end Goal (%/#): <u>63% / 197</u></p>	<p>3I. Percentage scoring at or above level 4.</p> <p>2015-16 EOC Year-end Results (%/#): <u>15% / 48</u></p>	<p>2016-17 DEA Midyear Goal (%/#): <u>16% / 50</u></p> <p>2016-17 EOC Year-end Goal (%/#): <u>17% / 53</u></p>
Algebra I-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Continued implementation of the Florida Math Standards with fidelity and increased rigor.	Active participation and collaboration in subject specific PLC in order to increase teacher exposure to the Florida Standards.	Administration Teachers / Department Chairs PLC Facilitator	PLC Discussion and Feedback PLC Sign-in Sheets Administrator observation and participation in PLC groups
Faculty turnover -- Five new teachers within the Math Department.	Content-specific collaboration within Math Department PLC – Content specific	Department Chair Mentor Teachers PLC Facilitator	Teacher Feedback and Collaboration Classroom Observations PLC Discussion and Feedback
Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains. (School-wide #4)	See School-wide Section	See School-wide Section	See School-wide Section
High transient rate accounts for varying proficiency levels and pacing issues. (School-wide #5)	See School-wide Section	See School-wide Section	See School-wide Section

Algebra II EOC (3J-3K)- Required for schools who offer the course *and* administer the Algebra II EOC.

3J. Percentage scoring at or above level 3. 2015-16 EOC Year-end Results (%/#): <u>48% / 210</u>	2016-17 DEA Midyear Goal (%/#): <u>49% / 213</u> 2016-17 EOC Year-end Goal (%/#): <u>50% / 217</u>	3K. Percentage scoring at or above level 4. 2015-16 EOC Year-end Results (%/#): <u>22% / 97</u>	2016-17 DEA Midyear Goal (%/#): <u>23% / 100</u> 2016-17 EOC Year-end Goal (%/#): <u>24% / 104</u>
Algebra II-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Continued implementation of the Florida Math Standards with fidelity and increased rigor.	Active participation and collaboration in subject specific PLC in order to increase teacher exposure to Florida Standards.	Administration Department Chairs PLC Facilitator	PLC Discussion and Feedback PLC Sign-in Sheets Administrator observation and participation in PLC groups
Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains. (School-wide #4)	See School-wide Section	See School-wide Section	See School-wide Section
High transient rate accounts for varying proficiency levels and pacing issues. (School-wide #5)	See School-wide Section	See School-wide Section	See School-wide Section

Geometry EOC (3L-3M)- Required for schools who offer the course *and* administer the Geometry EOC.

3L. Percentage scoring at or above level 3. 2015-16 EOC Year-end Results	2016-17 DEA Midyear Goal (%/#): <u>66% / 293</u> 2016-17 EOC Year-end Goal	3M. Percentage scoring at or above level 4.	2016-17 DEA Midyear Goal (%/#): <u>28% / 125</u> 2016-17 EOC Year-end Goal
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(%/#): <u>65% / 290</u>	(%/#): <u>67% / 297</u>	2015-16 EOC Year-end Results (%/#): <u>27% / 122</u>	(%/#): <u>29% / 128</u>
Geometry-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Continued implementation of the Florida Math Standards with fidelity and increased rigor.	Active participation and collaboration in subject specific PLC in order to increase teacher exposure to Florida Standards.	Administration Department Chairs PLC Facilitator	PLC Discussion and Feedback PLC Sign-in Sheets Administrator observation and participation in PLC groups
Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains. (School-wide #4)	See School-wide Section	See School-wide Section	See School-wide Section
High transient rate accounts for varying proficiency levels and pacing issues. (School-wide #5)	See School-wide Section	See School-wide Section	See School-wide Section

Proposed Mathematics Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Growth Mindset	Mandy King	Faculty / Staff	September 14, 2016	Teacher Feedback	Administration
Florida Standards and Deliberate Practices	Dept. Chair	Math Department Members	September 2016 (Ongoing)	Lesson Planning Assessment Discussion	Department Chair
PLC Multiple Topics / Specific	PLC Facilitator	Assigned Group Members	September 2016 (Ongoing)	Scheduled Meetings with	PLC Facilitator Administration

				Discussion and Feedback	
Best Practices with the Collaborative Teaching Model	Webinar	Identified Inclusion Teams	August – December 2016	My PD Survey	Inclusion Teams ESE Department Chair

Science

Area 4: Science-

FSAA Science- *Required for schools with students who took the 2015-16 FSAA—The FAA has been replaced with the current FSAA, therefore a comparison for the prior year is unavailable.*

4C. Percentage of student accuracy for Task 1 (<i>least complex task</i>).	2015-2016 Results (%/#): <u>100% / 1</u>		
4D. Percentage of student accuracy for Task 2.	2015-2016 Results (%/#): <u>60% / 1</u>		
4E. Percentage of student accuracy for Task 3 (<i>most complex task</i>).	2015-2016 Results (%/#): <u>67% / 1</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Strategy Applied	Strategy Not Applied
Lack of test taking strategies and skills	Weekly, guided practice to improve test taking ability		

Biology I EOC (4F-4G)- *Required for schools who offer the course and administer the Biology EOC.*

4F. Percentage scoring at or above level 3. 2015-16 EOC Year-end Results (%/#): <u>76% / 406</u>	2016-17 DEA Midyear Goal (%/#): <u>77% / 410</u> 2016-17 EOC Year-end Goal (%/#): <u>78% / 414</u>	4G. Percentage scoring at or above level 4. 2015-16 EOC Year-end Results (%/#): <u>35% / 187</u>	2016-17 DEA Midyear Goal (%/#): <u>36% / 191</u> 2016-17 EOC Year-end Goal (%/#): <u>37% / 196</u>
Biology-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Continued implementation of the Florida Biology Standards with fidelity and increased rigor	Active participation and collaboration in subject specific PLC in order to increase teacher exposure to Florida Standards.	Administration Department Chairs PLC Facilitator	PLC Discussion and Feedback PLC Sign-in Sheets Administrator observation and participation in PLC groups
Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains (School-wide #4)	See School-wide Section	See School-wide Section	See School-wide Section
High transient rate accounts for varying proficiency levels and pacing issues (School-wide #5)	See School-wide Section	See School-wide Section	See School-wide Section

Proposed Science Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Growth Mindset	Mandy King	Faculty / Staff	September 14, 2016	Teacher Feedback	Administration
Florida Standards and Deliberate Practices	Dept. Chair	Math Department Members	September 2016 (Ongoing)	Lesson Planning Assessment Discussion	Department Chair
PLC Multiple Topics / Specific	PLC Facilitator	Assigned Group Members	September 2016 (Ongoing)	Scheduled Meetings with Discussion and Feedback	PLC Facilitator Administration
Best Practices with the Collaborative Teaching Model	Webinar	Identified Inclusion Teams	August – December 2016	My PD Survey	Inclusion Teams ESE Department Chair

Social Studies

Area 5: Social Studies

Florida US History EOC (5C-5D)- *Required for schools who offer the course and administer the Florida US History EOC.*

5C. Percentage of students scoring at or above level 3. 2015-16 EOC Year-end Results (%/#): <u>87% / 372</u>	2016-17 EOC Year-end Goal (%/#): <u>89% / 380</u>	5D. Percentage of students scoring at or above level 4. 2015-16 EOC Year-end Results (%/#): <u>51% / 219</u>	2016-17 EOC Year-end Goal (%/#): <u>53% / 226</u>
FL US History-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Continued implementation of the Florida US History Standards with fidelity and increased rigor	Active participation and collaboration in subject specific PLC in order to increase teacher exposure to Florida Standards.	Administration Department Chairs PLC Facilitator	PLC Discussion and Feedback PLC Sign-in Sheets Administrator observation and participation in PLC groups
Clear knowledge and understanding, by teachers and students, of the new criteria for student growth as it relates to Learning Gains (School-wide #4)	See School-wide Section	See School-wide Section	See School-wide Section
High transient rate accounts for varying proficiency levels and pacing issues (School-wide #5)	See School-wide Section	See School-wide Section	See School-wide Section

Proposed Social Studies Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Growth Mindset	Mandy King	Faculty / Staff	September 14, 2016	Teacher Feedback	Administration
Florida Standards and Deliberate Practices	Dept. Chair	Math Department Members	September 2016 (Ongoing)	Lesson Planning Assessment Discussion	Department Chair
PLC Multiple Topics / Specific	PLC Facilitator	Assigned Group Members	September 2016 (Ongoing)	Scheduled Meetings with Discussion and Feedback	PLC Facilitator Administration

At-Risk

Area 6: At-Risk Section

6B. At-Risk Graduates- *Required for schools with grades 9-12.*

Goal Area: At Risk Graduates	Number of 16-17 cohort's At Risk Graduates actively enrolled August 15, 2016 (%/#): <u>Accurate data being located</u> Maintain a list of these 9 th graders	Number of 16-17 cohort's At Risk Graduates identified on 8/15/16 still actively enrolled June 2, 2017 (%/#): _____	This cohort is in the 9 th grade during this 16-17 school year.
	Number of 15-16 cohort's At Risk Graduates actively enrolled August 15, 2016 (%/#): <u>6% / 36</u> Maintain a list of these 10 th graders.	Number of 15-16 cohort's At Risk Graduates identified on 8/15/16 still actively enrolled June 2, 2017 (%/#): _____	Most of this cohort is in the 10 th grade during this 16-17 school year.
	Number of 14-15 cohort's At Risk Graduates actively enrolled August 15, 2016 (%/#): <u>11% / 61</u> Maintain a list of these 11 th graders.	Number of 14-15 cohort's At Risk Graduates identified on 8/15/16 still actively enrolled June 2, 2017 (%/#): _____	Most of this cohort is in the 11 th grade during this 16-17 school year.
	Number of 13-14 cohort's At Risk Graduates actively enrolled August 15, 2016 (%/#): <u>12% / 64</u> Maintain a list of these 12 th graders.	Number of 13-14 cohort's At Risk Graduates identified on 8/15/16 still actively enrolled June 2, 2017 (%/#): _____	Most of this cohort is in the 12 th grade during this 16-17 school year.
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Students that fall behind in graduation credits and peer group often become discouraged and lose sight of graduation finish line	<p>Purposeful conferences with at-risk students</p> <p>Provide students with alternatives to meet graduation requirements</p> <p>Identify and monitor at-risk students who may benefit from the 18 credit option</p>	<p>Guidance Counselors</p> <p>Assistant Principal / Curriculum</p> <p>NHS Faculty and Staff</p>	<p>MTSS Reflection Sheet</p> <p>Monitor and analyze data for students who choose education alternatives</p> <p>Monitor students who choose 18 credit option</p> <p>Feedback with students and parental communication</p>
Daily Student Attendance (School-wide #1)	See School-wide Section	See School-wide Section	See School-wide Section
Daily Engagement of At-Risk Students (School-wide #2)	See School-wide Section	See School-wide Section	See School-wide Section

6C- Dropout Prevention- Required for schools with grades 9-12.

2014-2015 Dropout Rate (%/#): <u>1.3% / 28</u>	2015-2016 Dropout Goal (%/#): <u>1.0% / 21</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students that fall behind in graduation credits and peer group often become discouraged and lose sight of graduation finish line.	<p>Purposeful conferences with at-risk students</p> <p>Provide students with alternatives to meet graduation requirements</p> <p>Identify and monitor at-risk students who may benefit from the 18 credit option</p>	<p>Guidance Counselors</p> <p>Assistant Principal / Curriculum</p> <p>NHS Faculty and Staff</p>	<p>MTSS Reflection Sheet</p> <p>Monitor and analyze data for students who choose education alternatives</p> <p>Monitor students who choose 18 credit option</p> <p>Feedback with students and parental communication</p>
Loss of instructional time (negative academic impact) of students assigned to Out of School Suspension.	New school district initiative granting credit for classroom assignments missed during Out of School Suspension (OSS).	<p>Assistant Principal over Discipline.</p> <p>ISS Coordinator</p>	<p>Monitor and analyze data from SMART</p> <p>Student and Parent Communication</p>

	<p>Use In School Suspension as an alternative to Out of School Suspension...Utilization of new "Ripple Effect" software.</p> <p>PBIS Interventions within NHS discipline plan. One to one conferences with at-risk students.</p>		
<p>Transition of new (transient) students to Navarre High School...on a personal, academic, and social level.</p>	<p>Student 2 Student (S2S) Program</p> <p>Conferences/meetings with NHS Military Life Consultant (MFLC)</p> <p>NHS Commando Tutoring Program</p> <p>Introduction to NHS clubs and activities</p>	<p>Student 2 Student (S2S) Sponsor</p> <p>Military Life Consultant (MFLC)</p> <p>NHS Guidance Department</p> <p>Student Government (SGA) Sponsor</p> <p>Administration</p>	<p>Commando Tutoring Log</p> <p>Guidance Office Sign-In Sheet</p> <p>Informative New Student Registration Packet</p> <p>Freshman Day Event</p> <p>New to Navarre Orientation</p> <p>Student and Parent Communication</p>

<p>2014-2015 Graduation Rate (%/#): <u>87% / 396</u></p>	<p>2015-2016 Graduation Rate Goal (%/#): <u>89% / 405</u></p>		
<p>Anticipated Barrier(s)</p>	<p>Strategies to Overcome Barrier</p>	<p>Person Monitoring Strategy</p>	<p>Method of Monitoring Strategy</p>
<p>Students that fall behind in graduation credits and peer group often become discouraged and lose sight of graduation finish line.</p>	<p>Purposeful conferences with at-risk students</p> <p>Provide students with alternatives to meet graduation requirements</p>	<p>Guidance Counselors</p> <p>Assistant Principal / Curriculum</p> <p>NHS Faculty and Staff</p>	<p>MTSS Reflection Sheet</p> <p>Monitor and analyze data for students who choose education alternatives</p> <p>Monitor students who choose 18 credit option</p>

	Identify and monitor at-risk students who may benefit from the 18 credit option		Feedback with students and parental communication
Lack of parent/guardian support system for At-Risk students in academic need.	NHS Commando Tutoring Program Peer Tutoring Program Purposeful conferences/meetings with Guidance Counselors Implementation of Progress Monitoring Plans (PMPs)	NHS Guidance Department Administration / Teachers Military Life Consultant	SMART System Monitor and analyze student data in content areas Student and Parent Communication Commando Tutoring Log
Negative academic impact of Out of School Suspension (OSS) on student progress.	New school district initiative granting credit for classroom assignments missed during Out of School Suspension (OSS). Use In School Suspension as an alternative to Out of School Suspension...Utilization of new "Ripple Effect" software. PBIS Interventions within NHS discipline plan. One to one conferences with at-risk students.	Assistant Principal over Discipline. ISS Coordinator	Monitor and analyze data from SMART Student and Parent Communication

6D- Attendance - Required for all schools.

2015-16 Attendance Rate (%/#): <u>94.6%</u>	2016-17 Attendance Rate Goal (%/#): <u>95%</u>		
2015-16 Number of Students with Excessive Absences (10 or more) (%/#): <u>35% / 741</u>	2016-17 Number of Students with Excessive Absences (10 or more) Goal (%/#): <u>33% / 716</u>		
2015-16 Number of Students with Excessive Tardies (10 or more) (%/#): <u>6% / 133</u>	2016-17 Number of Students with Excessive Tardies (10 or more) Goal (%/#): <u>5% / 109</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Daily Student Attendance (School-wide #1)	See School-wide Section	See School-wide Section	See School-wide Section

6E- Suspension - Required for all schools.

<p>2015-16 Total Number of In-School Suspensions (%/#): <u>372</u></p> <p>2015-16 Total Number of Students Suspended In-School (%/#): <u>9% / 199</u></p> <p>2015-16 Total Number of Out-of-School Suspensions (%/#): <u>84</u></p> <p>2015-16 Total Number of Students Suspended Out-of-School (%/#): <u>3% / 68</u></p>	<p>2016-17 Total Number of In-School Suspensions Goal (%/#): <u>350</u></p> <p>2016-17 Total Number of Students Suspended In-School Goal (%/#): <u>8% / 174</u></p> <p>2016-17 Total Number of Out-of-School Suspensions Goal (%/#): <u>70</u></p> <p>2016-17 Total Number of Students Suspended Out-of-School Goal (%/#): <u>2.5% / 54</u></p>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Negative academic impact of Out of School Suspension (OSS) on student progress.	<p>Use In School Suspension as an alternative to Out of School Suspension.</p> <p>New school district initiative granting credit for classroom assignments missed during Out of School Suspension (OSS).</p> <p>Use In School Suspension as an alternative to Out of School Suspension...Utilization of new "Ripple Effect" software.</p> <p>Use of Positive Behavior Intervention (PBIS) techniques through In School Suspension Program ... one to one, career counseling, small group meetings, guest speakers.</p>	<p>Assistant Principal over Discipline.</p> <p>Dean of Students</p> <p>ISS Coordinator</p>	<p>ISS Coordinator led PBIS Engagement Activities, Discussion, and Feedback</p> <p>Monitor and analyze quarterly discipline data from SMART</p> <p>Student and Parent Communication</p>

6F- Parent Involvement - Required for all schools.

2015-2016 Performance <u>230 Volunteers / 4370 hrs.</u> 2016-2017 Goal <u>235 Volunteers / 4450 hrs.</u>			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Misperception of available NHS communication avenues for parents.	Increase use of NHS Facebook page, NHS Twitter, and NHS website.	NHS Administration/Deans NHS Web Manager	Monitor Parent Survey results and comments
Lack of a documented hours of volunteer service	Formalize the process to document all volunteer hours.	Athletic Director NHS Administration	Raptor Specific event sign-in sheet

Proposed At-Risk Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Growth Mindset	Mandy King	Faculty / Staff	September 14, 2016	Teacher Feedback	Administration
SMART System Training	Administration MTSS Team	School Wide	September 2016 (Ongoing)	Monitor SMART Tool Faculty/Small Group Discussion	Administration MTSS Team
Achieve 3000	Mandy King	Intensive ELA Teachers	September/October 2016	Survey / Feedback	Mandy King Teachers

Science, Technology, Engineering, Arts, and Mathematics

Area 7: Science, Technology, Engineering, and Mathematics (STEAM) -

Required for high schools and STEAM schools

<p>7A. Goal Area: STEAM Goal narrative</p> <p>Navarre High School currently offers high level courses in Mathematics (Trigonometry, College Algebra, Statistics and Calculus) and Science (Biology, Chemistry, Marine Science and Physics). Navarre High School will continue to improve the cross curricular collaboration between these subjects.</p> <p>NHS will implement the STEAM initiative to explore the opportunity to develop STEAM-oriented academies with industry certifications.</p>			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Transferability of content to the STEAM environment and/or real-world application.	Increase the opportunity for hands on experiences and content-specific lessons associated with STEAM activities.	NHS STEAM Teachers NHS Department Chair Science Explorer Sponsors	Purposeful lesson plans focused on STEAM content. Monitor student progress and participation engagement in STEAM activities.

Proposed STEAM Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
District provided Professional Development	District Staff	Multiple Subject Area Teachers	September 2016 (Ongoing)	My PD Survey Lesson Plans	Administration Teacher / Dept. Chair
Cross-Curricular Discussion and Feedback	STEAM Teachers	Multiple Subject Area Teachers	September 2016 (Ongoing)	STEAM Discussions STEAM Competitions	STEAM Teachers STEAM Sponsors

Acceleration Success

Area 8: Career and Technical Education (CTE)

Required for high schools and schools with industry certification and/or vocational courses.

<p>8A. Goal Area: CTE Goal narrative</p> <p>The goal of the NHS Career and Technical Education (CTE) program is to continue to provide a variety of opportunities for students to gain industry certification in multiple areas including Business Education and Digital Multimedia (Photoshop, Microsoft Office, Adobe Associate) ... Construction Academy (NCCER Core and Carpentry certification) ... DCT with Florida Ready to Work Certification.</p>			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Student perception of the relevance and marketability associated with attaining industry certification.	Market the importance of industry certification for College and Career Readiness.	CTE Teachers	Frequent skills tests based on certification exam requirements

Area 9: Advanced Coursework and/or Industry Certification

Required for high schools.

<p>9B. Goal Area: Percentage of graduates who are eligible to earn college credit through passing Advanced Placement, AP, IB or AICE exams; passing dual enrollment courses ; or earning industry certification.</p> <p>2015-2016 Acceleration Success Rate (%/#): <u>57% / 1,199</u></p>	<p>2016-2017 Acceleration Success Rate Goal (%/#): <u>58% / 1,259</u></p>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Lack of certified teachers to teach acceleration courses ... dual enrollment and industry-specific certification courses.	District job fair and teacher retention initiatives Partnership with local universities and colleges (UWF, PSC, NWFS)	SRCSD Human Resources Administration	School Stream Applicant Website

Proposed Acceleration Success Professional Development for 2016-2017

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
District provided Professional Development	District Staff	Subject Area specific Teachers	September 2016 (Ongoing)	Monitor student certification score results	John Arrington Teresa Tate James Wendel Amanda Bishop Michelle Naturale