

Santa Rosa County School District

Navarre High School



2019-20 School Improvement Plan

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Navarre High School

8600 HIGH SCHOOL BLVD, Navarre, FL 32566

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

Demographics

Principal: Brian Noack

Start Date for this Principal: 12/10/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	28%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: A
School Grades History	2017-18: B 2016-17: B 2015-16: B 2014-15: A 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Jeff Sewell
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Adequately preparing our students to live, learn, and choose well in the 21st century.

Provide the school's vision statement

Working with the home and community, Navarre High School will provide a safe and productive learning environment for all students. Our academic program and diverse population will prepare students to think critically, to communicate effectively, and to recognize respectfully the worth of all people. Our students will be technologically literate, globally minded, and adequately prepared to meet the changing demands of the 21st century.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Noack, Brian	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 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. Establish procedures for an accreditation program and monitoring accreditation standards at the assigned school. 6. 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. 7. Interview and select qualified personnel to be recommended for employment. 8. Conduct performance appraisals and make reappointment recommendations for school personnel. 9. Manage and administer personnel development through training, in-service and other developmental activities. 10. Implement and administer negotiated employee contracts at the school site. 11. Develop long-range and short-range facility needs at the assigned school. 12. Coordinate facility and support service requirements. 13. Coordinate plant safety and facility inspections at the assigned school. 14. Coordinate all maintenance functions at the assigned school. 15. Coordinate and supervise transportation services at the assigned school. 16. Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget, textbook budget, and school's internal accounts. 17. Establish and manage student accounting and attendance procedures at the assigned school. 18. Coordinate the school food service program at the assigned school, including the free and reduced lunch program. 19. Assign and supervise school personnel to special projects for the enhancement of the school. 20. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. 21. Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings. 22. Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems. 23. Communicate, through the Director of High Schools, to keep

Name	Title	Job Duties and Responsibilities
		<p>the Superintendent informed of impending problems or events of unusual nature.</p> <p>24. Participate in county-wide management meetings and other meetings appropriate for professional development.</p> <p>25. Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>26. Coordinate the supervision of all extracurricular programs at the assigned school.</p> <p>27. Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches, approve all school sponsored activities, and maintain a calendar of all school events.</p> <p>28. Serve as a member of the Superintendent's District-wide management team.</p> <p>29. Provide leadership in the school improvement process and implement the school improvement plan.</p> <p>30. Maintain visibility and accessibility on the school campus.</p> <p>31. Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>32. Use effective interpersonal communication skills.</p> <p>33. Direct the development of the master schedule and assign teachers according to identified needs.</p> <p>34. Establish the job assignments for all school site administrators and assess the school site administrator's performance.</p> <p>35. Manage the preparation and maintenance of required records and reports to insure accuracy, thoroughness, and timeliness.</p> <p>36. Assume responsibility for all official school correspondence and news releases.</p> <p>37. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Howell, Brian	Assistant Principal	<ul style="list-style-type: none"> • Act on the Principal's behalf in his/her absence. • Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational trends in the planning and preparation of the school instructional program. • Understand and adhere to School Board policy, state statutes and federal regulations. • Implement the accreditation program for the assigned school. • Coordinate the selection of textbooks, material and equipment needed at the assigned school. • Manage and administer the testing program for the school. • Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities.

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

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Provide leadership for, and supervision of, extracurricular activity programs. • Participate in the administration of the school's athletic program.
Windfelder, Kasie	Assistant Principal	<ul style="list-style-type: none"> • Act on the Principal's behalf in his/her absence. • Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational trends in the planning and preparation of the school instructional program. • Understand and adhere to School Board policy, state statutes and federal regulations. • Implement the accreditation program for the assigned school. • Coordinate the selection of textbooks, material and equipment needed at the assigned school. • Manage and administer the testing program for the school. • Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. • Assume responsibility for control and direction of students related to suspensions from school, suspension from the bus and school in accordance with Board policies and statutes. • Provide leadership in the event of school crisis and/or civil disobedience. • Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. • Interpret and enforce the District's Code for Student Conduct. • Supervise all facets of the registration process, including, but not limited to, the production of the curriculum guide and related materials. • Prepare or oversee the preparation and maintenance of required records and reports. • Supervise and evaluate personnel as directed by the Principal. • Demonstrate knowledge of and appropriate administration of the collective bargaining agreement. • Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. • Develop and maintain positive school/community relations and act as a liaison between school and community.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Coordinate the school food service program as it relates to the special needs of the school. • Maintain adequate property inventory records, key control and security of school property. • Participate in the development of long-range facility needs at the assigned school. • Coordinate plant safety and facility inspection at the school. • Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. • Coordinate the transportation services at the assigned school. • Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. • Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. • Supervise the function of student accounting at the school, as it pertains to funding and attendance. • Manage and administer the attendance policy and procedures. • Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. • Coordinate data processing activities as assigned. • Provide leadership for, and supervision of, extracurricular activity programs. • Participate in the administration of the school's athletic program.
Trujillo, Joe	Assistant Principal	<ul style="list-style-type: none"> • Act on the Principal's behalf in his/her absence. • Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational trends in the planning and preparation of the school instructional program. • Understand and adhere to School Board policy, state statutes and federal regulations. • Implement the accreditation program for the assigned school. • Coordinate the selection of textbooks, material and equipment needed at the assigned school. • Manage and administer the testing program for the school. • Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. • Assume responsibility for control and direction of students related to suspensions from school, suspension from the bus and school in

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	67%	67%	56%	66%	65%	56%
ELA Learning Gains	59%	55%	51%	55%	55%	53%
ELA Lowest 25th Percentile	46%	45%	42%	40%	44%	44%
Math Achievement	65%	65%	51%	60%	63%	51%
Math Learning Gains	54%	49%	48%	46%	49%	48%
Math Lowest 25th Percentile	44%	45%	45%	35%	43%	45%
Science Achievement	79%	91%	68%	75%	70%	67%
Social Studies Achievement	81%	79%	73%	80%	80%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	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 or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
09	2019	66%	65%	1%	55%	11%
	2018	61%	61%	0%	53%	8%
Same Grade Comparison		5%				
Cohort Comparison						
10	2019	68%	64%	4%	53%	15%
	2018	71%	65%	6%	53%	18%
Same Grade Comparison		-3%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	86%	-7%	67%	12%
2018	75%	69%	6%	65%	10%
Compare		4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	82%	78%	4%	70%	12%
2018	79%	78%	1%	68%	11%
Compare		3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	73%	-15%	61%	-3%
2018	57%	67%	-10%	62%	-5%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	66%	3%	57%	12%
2018	61%	65%	-4%	56%	5%
Compare		8%			

Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	26	34	28	43	42	33	47	54		91	10
ELL	23	42		46	42					60	
ASN	74	72		61	59		70			88	50
BLK	50	49	37	60	44		55	73		91	47
HSP	57	44	34	59	45	30	79	81		84	57
MUL	68	57	47	73	55	43	82	82		93	58
WHT	70	61	48	65	57	49	80	82		93	62
FRL	60	51	41	55	46	32	75	73		85	46

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16
SWD	29	37	29	41	41	28	40	43		73	11
ASN	74	69		63	40		80			100	92
BLK	48	43	32	48	39	19	62	64		89	29
HSP	62	51	47	53	55	50	66	79		93	58
MUL	69	49	40	61	44	33	80	92		88	68
WHT	68	57	40	61	46	34	77	80		91	62
FRL	58	52	39	52	44	30	64	76		82	49

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	708
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Math Lowest 25 Percentile (44%). One of the biggest contributors would be associated with a language barrier among our Hispanic population. A current trend is an increase in our ELL subgroup population.

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

Although we did not have any decline in our overall school data, in examining our subgroup population we found that our biggest decline was found among our Hispanic student population. Our ELA Lowest 25th Percentile Hispanic subgroup declined by 13% and our Math Lowest 25th Percentile Hispanic subgroup by 20%. Some of the contributing factors are an overall increase in our Hispanic student population, thereby increasing in the number of students testing for proficiency.

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

Our school had the largest positive gap in the Math Achievement component with a 65%, as compared to the state percentile of 51%. This can be attributed to our consistency in our math department personnel after multiple years of high turnover. An identifiable trend is our consistent professional development provided by our district math coordinator in offering specific strategies to address our school's identified targeted needs in math.

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

The most improved data component was identified in our SWD subgroup Graduation Rate increasing from 73% (2017-2018) to 91% (2018-2019).

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A

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

1. Increase overall proficiency among our Hispanic population.
2. Work in ELA Lowest 25th percentile.
3. Work in Math Lowest 25th percentile.
4. Increase our College and Career Acceleration

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Hispanic Subgroup
Rationale	Based on both an increase in our Hispanic population and the subgroup data among this group, we noted the largest decline in Math and ELA Learning Gains and Lowest 25th percentile.

State the measureable outcome the school plans to achieve	Our goal is to attain a 50% threshold in both Math and ELA Learning Gains and Lowest 25th percentile for our Hispanic subgroup population.
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Person responsible for monitoring outcome	Joe Trujillo (trujilloj@santarosa.k12.fl.us)
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Evidence-based Strategy	One to one and small group instruction as needed to help increase understanding of Math and ELA concepts leading to an overall increase in proficiency levels.
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Rationale for Evidence-based Strategy	This will provide more individualized and focused instruction to increase both skills and confidence within our Hispanic subgroup. This strategy will be provided by the ESOL Resource Teacher, ESOL Paraprofessional, and content area teachers.
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Action Step

Description	<ol style="list-style-type: none"> 1. Identify a targeted group of students. 2. Create opportunities for student interaction with ESOL Resource Teacher and Paraprofessional. 3. Provide tutoring sessions for Math and ELA. 4. Monitor student progress.
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Person Responsible	Joe Trujillo (trujilloj@santarosa.k12.fl.us)
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#2	
Title	Math and ELA Lowest 25th Percentile
Rationale	Despite the increase level of performance, the school data indicates that Math and ELA Lowest 25th percentile remain our lowest areas of proficiency.
State the measureable outcome the school plans to achieve	The goal is to increase both Math and ELA Lowest 25th percentile to 50% proficiency or greater.
Person responsible for monitoring outcome	Kasie Windfelder (windfelderk@santarosa.k12.fl.us)
Evidence-based Strategy	Continued use of our pull-out intervention model to provide small group skills and test prep.
Rationale for Evidence-based Strategy	The pull-out intervention model has shown success in a variety of areas. This intervention will be implemented by our Reading and Math Intervention Teachers.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify student group based on test data and teacher input. 2. Create and communicate a schedule of meetings with faculty. 3. Provide skill-based and test-prep instruction. 4. Monitor student progress.
Person Responsible	Kasie Windfelder (windfelderk@santarosa.k12.fl.us)

#3	
Title	College & Career Acceleration
Rationale	To continue to provide all students with a variety of opportunities to increase the likelihood that they will be college and/or career ready upon graduation.
State the measurable outcome the school plans to achieve	Increase the level of College & Career Acceleration to 65%.
Person responsible for monitoring outcome	Brian Howell (howellb@santarosa.k12.fl.us)
Evidence-based Strategy	Based on student interests, increase the number and variety of CTE, AP, and DE courses that result in industry certification and college credit.
Rationale for Evidence-based Strategy	To provide all students with the increased knowledge, skills, and dispositions needed to be successful in post secondary education and/or training that lead to gainful employment.
Action Step	
Description	<ol style="list-style-type: none"> 1. Collaborate with district CTE director. 2. Monitor student interests and local workforce needs. 3. Provide necessary professional development to faculty as needed. 4. Advertise course offerings throughout the school year. 5. Ensure proper technology is available to meet the needs of program.
Person Responsible	Brian Howell (howellb@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)