

Santa Rosa County School District

# Navarre High School



2022-23 Schoolwide 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: Kasia Windfelder**

Start Date for this Principal: 12/10/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	29%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (62%) 2020-21: (57%) 2018-19: A (65%) 2017-18: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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.**

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

**Membership**

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.:

Name	Position Title	Job Duties and Responsibilities
Windfelder, Kasie	Principal	<ol style="list-style-type: none"> <li>1. Provide training opportunities and feedback to personnel at the assigned school.</li> <li>2. Manage the operation and all other activities and functions which occur at the assigned school.</li> <li>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.</li> <li>4. Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning.</li> <li>5. Establish procedures for an accreditation program and monitoring accreditation standards at the assigned school.</li> <li>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.</li> <li>7. Interview and select qualified personnel to be recommended for employment.</li> <li>8. Conduct performance appraisals and make reappointment recommendations for school personnel.</li> <li>9. Manage and administer personnel development through training, in-service and other developmental activities.</li> <li>10. Implement and administer negotiated employee contracts at the school site.</li> <li>11. Develop long-range and short-range facility needs at the assigned school.</li> <li>12. Coordinate facility and support service requirements.</li> <li>13. Coordinate plant safety and facility inspections at the assigned school.</li> <li>14. Coordinate all maintenance functions at the assigned school.</li> <li>15. Coordinate and supervise transportation services at the assigned school.</li> <li>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.</li> <li>17. Establish and manage student accounting and attendance procedures at the assigned school.</li> <li>18. Coordinate the school food service program at the assigned school, including the free and reduced lunch program.</li> <li>19. Assign and supervise school personnel to special projects for the enhancement of the school.</li> <li>20. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</li> <li>21. Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>event of such happenings.</p> <p>22. Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolution of existing problems.</p> <p>23. Communicate, through the Director of High Schools, to keep 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	<p>Act on the Principal's behalf in his/her absence.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop the master teaching schedule and assign teachers according to identified needs.</li> <li>• Utilize current educational trends in the planning and preparation of the school instructional program.</li> </ul>

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



Name	Position Title	Job Duties and Responsibilities
Bedford, Laurie	Assistant Principal	<p>school.</p> <ul style="list-style-type: none"> <li>• Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.</li> <li>• Coordinate the transportation services at the assigned school.</li> <li>• Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.</li> <li>• 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.</li> <li>• Supervise the function of student accounting at the school, as it pertains to funding and attendance.</li> <li>• Manage and administer the attendance policy and procedures.</li> <li>• Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.</li> <li>• Coordinate data processing activities as assigned.</li> <li>• Provide leadership for, and supervision of, extracurricular activity programs.</li> <li>• Participate in the administration of the school's athletic program.</li> </ul> <p>Act on the Principal's behalf in his/her absence.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop the master teaching schedule and assign teachers according to identified needs.</li> <li>• Utilize current educational trends in the planning and preparation of the school instructional program.</li> <li>• Understand and adhere to School Board policy, state statutes and federal regulations.</li> <li>• Implement the accreditation program for the assigned school.</li> <li>• Coordinate the selection of textbooks, material and equipment needed at the assigned school.</li> <li>• Manage and administer the testing program for the school.</li> <li>• 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.</li> <li>• Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily</li> </ul>

Name	Position Title	Job Duties and Responsibilities
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- 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.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Supervise the function of student accounting at the school, as it pertains to funding and attendance.</li> <li>• Manage and administer the attendance policy and procedures.</li> <li>• Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.</li> <li>• Coordinate data processing activities as assigned.</li> <li>• Provide leadership for, and supervision of, extracurricular activity programs.</li> <li>• Participate in the administration of the school's athletic program.</li> </ul>
Allen, Jared	Assistant Principal	<p>Act on the Principal's behalf in his/her absence.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop the master teaching schedule and assign teachers according to identified needs.</li> <li>• Utilize current educational trends in the planning and preparation of the school instructional program.</li> <li>• Understand and adhere to School Board policy, state statutes and federal regulations.</li> <li>• Implement the accreditation program for the assigned school.</li> <li>• Coordinate the selection of textbooks, material and equipment needed at the assigned school.</li> <li>• Manage and administer the testing program for the school.</li> <li>• 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.</li> <li>• Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions.</li> <li>• 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.</li> <li>• Provide leadership in the event of school crisis and/or civil disobedience.</li> <li>• Provide leadership in the school improvement process.</li> <li>• Administer and develop teacher duty rosters for the school.</li> <li>• Provide supervision while maintaining visibility about the campus and classroom.</li> <li>• Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Interpret and enforce the District's Code for Student Conduct.</li> <li>• Supervise all facets of the registration process, including, but not limited to, the production of the curriculum guide and related materials.</li> <li>• Prepare or oversee the preparation and maintenance of required records and reports.</li> <li>• Supervise and evaluate personnel as directed by the Principal.</li> <li>• Demonstrate knowledge of and appropriate administration of the collective bargaining agreement.</li> <li>• Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal.</li> <li>• Develop and maintain positive school/community relations and act as a liaison between school and community.</li> <li>• Coordinate the school food service program as it relates to the special needs of the school.</li> <li>• Maintain adequate property inventory records, key control and security of school property.</li> <li>• Participate in the development of long-range facility needs at the assigned school.</li> <li>• Coordinate plant safety and facility inspection at the school.</li> <li>• Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.</li> <li>• Coordinate the transportation services at the assigned school.</li> <li>• Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.</li> <li>• 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.</li> <li>• Supervise the function of student accounting at the school, as it pertains to funding and attendance.</li> <li>• Manage and administer the attendance policy and procedures.</li> <li>• Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.</li> <li>• Coordinate data processing activities as assigned.</li> <li>• Provide leadership for, and supervision of, extracurricular activity programs.</li> <li>• Participate in the administration of the school's athletic program.</li> </ul>

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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Develop and maintain positive school/community relations and act as a liaison between school and community.</li> <li>• Coordinate the school food service program as it relates to the special needs of the school.</li> <li>• Maintain adequate property inventory records, key control and security of school property.</li> <li>• Participate in the development of long-range facility needs at the assigned school.</li> <li>• Coordinate plant safety and facility inspection at the school.</li> <li>• Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility.</li> <li>• Coordinate the transportation services at the assigned school.</li> <li>• Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.</li> <li>• 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.</li> <li>• Supervise the function of student accounting at the school, as it pertains to funding and attendance.</li> <li>• Manage and administer the attendance policy and procedures.</li> <li>• Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature.</li> <li>• Coordinate data processing activities as assigned.</li> <li>• Provide leadership for, and supervision of, extracurricular activity programs.</li> <li>• Participate in the administration of the school's athletic program.</li> </ul>

**Demographic Information**

**Principal start date**

Thursday 12/10/2020, Kasie Windfelder

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

**Total number of teacher positions allocated to the school**

114

**Total number of students enrolled at the school**

2,438

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

12

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

15

**Demographic Data**

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%			58%			67%	67%	56%
ELA Learning Gains	55%			52%			59%	55%	51%
ELA Lowest 25th Percentile	44%			39%			46%	45%	42%
Math Achievement	62%			50%			65%	65%	51%
Math Learning Gains	48%			36%			54%	49%	48%
Math Lowest 25th Percentile	33%			27%			44%	45%	45%
Science Achievement	76%			67%			79%	91%	68%
Social Studies Achievement	77%			80%			81%	79%	73%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

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

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	79%	86%	-7%	67%	12%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	82%	78%	4%	70%	12%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	58%	73%	-15%	61%	-3%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2022					
2019	69%	66%	3%	57%	12%

**Subgroup Data Review**

<b>2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>
SWD	26	36	26	26	33	36	40	48		95	43
ELL	20	44	43	45							
ASN	67	48		71	57		60				
BLK	51	48	25	46	32	14	75	73		100	47
HSP	58	55	50	58	52	50	78	74		98	60
MUL	61	57	52	61	49	21	70	84		96	67
WHT	61	55	43	64	48	30	78	78		97	71
FRL	55	51	38	53	40	29	72	75		95	62



2021 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 2019-20	C & C Accel 2019-20
SWD	17	33	32	21	30	26	31	58		86	28
ELL	21	42	42	40						70	
ASN	73	70		63	57		100			100	80
BLK	42	44	27	28	27	40	39	73		95	57
HSP	48	42	30	41	32	23	67	81		94	55
MUL	62	50	35	54	38	40	65	65		98	63
WHT	61	54	42	54	36	25	69	82		93	66
FRL	50	47	41	45	30	24	60	76		89	56
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 2017-18	C & C Accel 2017-18
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

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
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	60
Total Points Earned for the Federal Index	681
Total Components for the Federal Index	11
Percent Tested	97%
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	42
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	61
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	51
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	63
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	62
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	63
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

## Part III: Planning for Improvement

### Data Analysis

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

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

As NHS is still recovering from the educational gaps sustained during the COVID-19 pandemic, our proficiency data has not returned to pre-pandemic levels based on our '21-'22 state assessment data. However, in almost all content areas, there is a positive trend of improvement. For example, proficiency levels in ELA continue to be above state averages and at or above district averages. In '17-'18, NHS had 66.2% proficiency in ELA, and in '21-'22, NHS had an ELA proficiency of 59.8%. The '21-'22 levels were 1.4% higher than in '20-'21, so the upward trend is happening. In math, our proficiency levels went from 50.2% in '20-'21 to 61.8% in '21-'22, an 11.6% increase. In science, our proficiency levels went from 66.5% in '20-'21 to 76.4% in '21-'22, a 9.9% increase. While our history scores declined from 80% proficiency in '20-'21 to 77% proficiency in '21-'22, our district, as a whole, also declined by 2%, which suggests other variables might be at play. We are still above the state average of 69% proficiency but will work toward returning to 80% or higher.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based on data and progress monitoring assessments, our Math and ELA Learning Gains are areas in need of improvement. In Math, our pre-pandemic learning gains for students achieving proficiency were 54%; in '20-'21, those gains were 36%, and in the most recent year, those gains were 48%. While these gains are trending in the right direction, there is still room for improvement to return to the 54% we had in '18-'19. In ELA, our pre-pandemic learning gains were 59%; in '20-'21, those gains were 52%, and in the most recent year, those gains were 55%. Again, this is a positive increase, but a closer look at 10th Grade ELA, specifically, shows a 1% decline on the state assessment between '20-'21 and '21-'22. We need to address that decrease to be sure our state assessments this year show percentages more in line with our '18-'19, pre-pandemic, data.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

The effects of the pandemic and the learning gaps that were created are still factoring into our scores, though we are hopeful these effects won't remain beyond this year as we continue to get students back to grade-level proficiency or above through one-on-one instruction, small group tutoring, and increased STEAM initiatives. Additionally, our population is transient in nature due to multiple local military bases. Students may come from different locations around the world demonstrating below-, at-, or above-grade level performance, and we must meet those needs. This year, we have added the Anchored 4 Life program, which will allow us to connect with our military students in a more personal way right from the start. We hope that will ease their transition and make it easier to identify their needs. Finally, we continue to see an increase in our Hispanic student population, which means we have non-native

English speakers testing for proficiency in greater numbers. We are fortunate to have an ELL Parapro who can work with these students in both Spanish and English to help them with their academics. We also utilize translation software to help our teachers of ELL students make modifications as they differentiate.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

Progress Monitoring and state assessments show that our greatest improvements were made in Algebra I, Biology, and Geometry. In Algebra I, our scores went from 37% proficiency in '20-'21 to 55% proficiency in '21-'22, which is an 18 percentage point gain. In Biology, our scores went from 66% proficiency in '20-'21 to 76% proficiency in '21-'22, a 10 percentage point gain. In Geometry, our scores went from 57% proficiency in '20-'21 to 65% proficiency in '21-'22, which is an 8 percentage point gain.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

One major contributing factor for improvements in Algebra I and Geometry is the overall consistency of teachers and courses within the math department. We continued supporting a Math Intervention program in which our struggling students worked one-on-one with our Math Interventionist during morning class periods, as needed. Additionally, our math teachers offer individualized tutoring for students before and after school, and we have encouraged students to also utilize Tutor.com which is provided by our district. In Biology, we continue to see success with Biology being predominately taught to 9th graders at our school. Our Biology teachers have also implemented special EOC review events at the end of the year to help students prepare for the EOC exam.

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

Our state's new progress monitoring plan for testing will be instrumental in accelerating learning because we will have two batches of test data prior to the spring tests to inform classroom instruction. This will allow teachers to make timely decisions based on beginning and middle of the year data within days of giving their progress monitoring tests. Teachers will also guide their instruction using frequent classroom-based formative assessments to check for understanding.

For our lower quartile math students, we are offering ALG IB in a block schedule this year. These students will have 109 minutes of math instruction per day in a class with fewer students. Based on the successes of other schools who have used this strategy, we are hopeful this will increase math learning gains in this subgroup.

Now that the pandemic restrictions have eased, students are able to work together and share closer proximity again. Therefore, teachers will implement STEAM strategies in their classrooms to encourage communication, critical thinking, collaboration, and student engagement. We will seek opportunities for our high school students to work with our feeder schools on STEAM initiatives because we know the highest level of understanding is being able to teach someone else.

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

Our teachers will have the choice to participate in a Professional Learning Community that meets their individualized professional needs. Some PLCs will be dissecting state standards and aligning them with our new Marzano Focused Teacher Evaluation Model. Some will work in curriculum-based groups according to teaching assignments. Some will choose a professional book study. Regardless of the teacher's choice, he/she will have the option to participate in a PLC specifically helpful to him/her in his/

her classroom.

Data chats will also take place among English, Biology, Geometry, Algebra I, and U.S. History teachers after each progress monitoring testing so they can work together to strengthen common areas of weakness seen in their students and share instructional strategies that have proven beneficial.

Our STEAM Innovate Cohort will prepare monthly professional development for our instructional staff to include bite-size workshops regarding strategies and best practices that can be easily implemented in any content area.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Our Teacher Induction Program Mentors as well as District Mentor Coaches will provide an additional layer of support for our newest teachers based on their needs as well as observation feedback. Additionally, district Instructional Technologists will assist teachers with software and technology tools to increase student engagement and enhance the learning experience.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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**#1. Instructional Practice specifically relating to Small Group Instruction**

**Area of Focus**

**Description and Rationale:** Based on FSA 10th grade state assessment data and progress monitoring assessments and despite an increase of 5% in performance between '20-'21 and '21-'22, the ELA Lowest 25 Percentile continues to be an area of low proficiency with a rate of 44%.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Based on Algebra I state assessment data and progress monitoring assessments and despite an increase of 6% in proficiency between '20-'21 and '21-'22, the Math Lowest 25 Percentile continues to be an area of low proficiency with a rate of 33%.  
Therefore, we will utilize a small-group intervention program to assist our lowest quartile of students in ELA and Math.

**Measurable Outcome:** Our goal is for our lowest 25% in 10th grade ELA (F.A.S.T.) and in Algebra I to increase to 50% proficiency or greater among our lowest quartile.

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** Progress monitoring (F.A.S.T. and Progress Learning) testing will be implemented in September '22 and January '23 in preparation for the final assessments in May '23. Reading and Math Interventionists will provide one-on-one/small group instruction and data chats after each progress monitoring window with the lowest quartile of learners. Administration will monitor and assist as needed. Teachers will also guide their instruction using frequent classroom-based formative assessments to check for understanding.

This year, we will be transitioning from the FSA state assessment to the F.A.S.T. state assessment for our 10th grade students. However, the proficiency scores for the F.A.S.T. assessment will be the same as the FSA in this first year.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** Progress monitoring (F.A.S.T. and Progress Learning) testing will be implemented in September '22 and January '23 in preparation for the final assessments in May '23. Reading and Math Interventionists will provide one-on-one/small group instruction and data chats after each progress monitoring window with the lowest quartile of learners. Administration will monitor and assist as needed. Teachers will also guide their instruction using frequent classroom-based formative assessments to check for understanding.

**Person responsible for monitoring outcome:** Jennifer Watson (watsonj@santarosa.k12.fl.us)

**Evidence-based Strategy: Describe the evidence-based strategy being** Our pull-out intervention model will provide one-on-one and small group instruction, as well as test prep sessions, for our lowest quartile of learners. Small groups typically consist of 3-5 students per session, which allows interventionists to utilize multiple high-yield strategies related to Hattie's visible learning factors of student achievement including deliberate practice, interventions for students with learning needs, and feedback.

Additionally, we have allocated resources so that our master schedule can accommodate a double-block of math for the lowest 9th grade math students. Specifically, students stay

**implemented for this Area of Focus.** with the same teacher and work on both Algebra 1A and Algebra 1B. Our Intensive Reading teacher will consistently utilize iLit to track student progress and build foundational reading skills with our 10th grade, Level 1 students.

**Rationale for Evidence-based**

**Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** The pull-out intervention model will be implemented by our Reading and Math Interventionists and has directly impacted our overall graduation rate. Specifically, during the two years we have used this intervention model, our graduation rate has increased from 94% in 2020 to 98% in 2021. This strategy is selected to enhance deliberate practice and one-on-one feedback, a critical feature of effective teaching and learning, for students struggling to pass the ALG I EOC or the ELA FSA/FAST or earn a concordant score, as passing these assessments is a graduation requirement. We implement this strategy by allocating our staffing resources to determine sections where intervention can take place within our master schedule. We have made adjustments this year so that our Reading and Math Interventionists are not working with students during the same class periods in an effort to benefit students who need intervention in both areas.

**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.

We identify struggling students based on state assessment and progress monitoring data as well as teacher and IEP team input. Based on student schedules, we create intervention sessions with the Reading and Math Interventionists. Their focus is on delivering skill-based lessons to strengthen the reading and math foundations of each targeted student, as well as provide test-prep strategies and motivation to prepare students for upcoming assessments that are directly tied to graduation eligibility. Teachers will also guide their instruction using frequent classroom-based formative assessments to check for understanding. Administration will monitor and assist as needed.

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

**#2. Instructional Practice specifically relating to Career & Technical Education**

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

College and career acceleration will continue to provide all students with a variety of opportunities to increase the likelihood that the students will be college and/or career ready upon graduation. In recent years, we have been more intentional in providing Career & Technical Education courses for our students who may prefer to enter the workforce or a specialized technical education program after high school graduation. For example, we have expanded our Teaching Academy and added Engineering and Hospitality and Tourism as CTE courses. As such, we have seen an increase in College and Career Acceleration from 60% in '18-'19 to 68% in '21-'22. In that same timeframe, we have seen our graduation rate improve from 91% to 98%. We hypothesize that the two areas are correlated, and we want to continue offering opportunities for all of our students, regardless of their post-secondary educational goals. This year, specifically, we have added the cybersecurity program option, which is taught through a broadcast classroom on our campus.

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

Our goal is to continue increasing the level of college and career acceleration to 70% or higher.

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

This area of focus will be monitored through student class placement, passing scores on industry certification exams, and sequential course completion of students in a specific CTE pathway. Our Guidance Department is currently working with our district IT department on making a report available on FOCUS that will show us specific students who have or have not earned an industry certification in high school. With this information, we can help students choose a CTE pathway that makes sense for them.

**Person responsible for monitoring outcome:**

Laurie Bedford (bedfordl@santarosa.k12.fl.us)

**Evidence-based Strategy: Describe the evidence-based strategy being**

Based on student interest, we will continue increasing the number and variety of CTE, AP, and DE courses that result in industry certification and/or college credit among our entire student population. Based on Hattie's visible learning high-yield strategy Acceleration Programs, the implementation of additional acceleration opportunities in the master schedule along with updated software and increased instructional time will assist students in workforce development preparation in an effort to promote college and career readiness.

One way we have increased the number and variety of CTE courses this year is to add a



**implemented for this Area of Focus.**

Cybersecurity class to our course offerings. We are also working toward finding a certification that students in our Teaching Academy can complete to make them more career-ready.

Additionally, we are working with the district's Lead Guidance Counselor to establish a report in FOCUS that will identify which students have not met acceleration criteria.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

By increasing industry certification opportunities, the number of credentials earned by students will increase. We have seen an increase in College and Career Acceleration from 60% in '18-'19 to 68% in '21-'22. In that same timeframe, we have seen our graduation rate improve from 91% to 98%. We hypothesize that the two areas are correlated, and we want to continue offering opportunities for all of our students, regardless of their post-secondary educational goals. Additionally, by offering a variety of software programs, industry credentials, and college acceleration opportunities, the students have a wider range of choices to cultivate their interests in different CTE pathways and college majors. Students must be provided with the increased knowledge, technical skills, and soft skills needed to be successful in post-secondary education and/or training that leads to satisfactory and productive employment.

**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.

We will collaborate and plan with the District CTE Director to determine which CTE programs will be beneficial to our population as well as best serve the needs of our workforce community. Our Guidance Department will monitor the registration process to ensure opportunities are offered that align with student interest and workforce needs. Course offerings in our master schedule will be advertised during the registration process, which will entail meetings with School Counselors, advertisements on ITV/RNN, and hallway flyer advertisements. Furthermore, our Guidance Department will counsel students and parents as needed on opportunities for acceleration, to include Dual Enrollment, Advanced Placement, and Career and Technical Education. Professional development will include AP Summer Institute programs, STEAM workshops, testing certification platforms, and other requested opportunities. We will work with acceleration teachers and district personnel to ensure proper technology and software are available to meet the needs of the individual programs.

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

**#3. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus**

**Description and**

**Rationale:**

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

Due to the implementation of the new Marzano Focused Teacher Evaluation Model, our teachers are working toward developing standards-based lessons that increase classroom rigor and move learners from simple knowledge retrieval to knowledge utilization and complex thinking.

**Measurable Outcome:**

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

The outcome of this standards-aligned instruction will be that students will routinely engage in cognitively complex, rigorous learning experiences. Teachers will increasingly utilize student-driven rather than teacher-directed instructional practices.

**Monitoring:**

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

Teachers will actively participate in subject-specific PLCs in an effort to deconstruct standards and create "learning ladders" where learners can be moved from simple to more complex tasks as they demonstrate readiness and proficiency at the previous level.

**Person responsible for monitoring outcome:**

Kasie Windfelder (windfelderk@santarosa.k12.fl.us)

**Evidence-based Strategy:**

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

Using Marzano's Taxonomy, teachers will collaborate through PLCs to deconstruct standards, create common lessons and assessments, and analyze student data in order to guide future lessons. This strategy will assist teachers in moving students through the taxonomy levels from retrieval to knowledge utilization, where all students are making decisions, problem solving, experimenting, and investigating.

**Rationale for Evidence-based Strategy:**

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

According to Marzano's research into achieving rigor in the 21st century classroom, teachers are encouraged to move from a teacher-directed instructional model to a student-led classroom where the teacher facilitates lessons and monitors student progress.

**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.

Teacher leaders for core subject areas and electives will attend "teach the trainer" professional development regarding Marzano's Taxonomy and how it applies to the Focused Teacher Evaluation Model. Each leader will then train the teachers in their departments, provide guidance through PLCs, assist with building common lessons and assessments, and follow-up with discussions and data chats as needed.

**Person Responsible** Kasie Windfelder (windfelderk@santarosa.k12.fl.us)

### Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

#### Describe how the school addresses building a positive school culture and environment.

Navarre High School continues to serve as a focal point for the Navarre community. By collaborating with and proactively involving all stakeholders, NHS strives to cultivate and nurture a successful positive school culture and environment. This positive culture and productive environment are the result of numerous events either student-led, faculty/staff-led, and/or community-involved.

The following serves as a list of the many examples/activities/opportunities involving a variety of proximal and broad stakeholders for Navarre High School:

- Anchored 4 Life (Helps transition of students new to NHS)
- Active Student Government Association
- Student Honor Roll / Perfect Attendance Recognition
- PBIS Student feedback panel
- PBIS student T-shirts
- Positive Behavior Referrals from Teachers
- Student/Parent end of year surveys
- HOPE Squad (Peer-to-Peer Suicide Prevention Program)
- 35+ Student Clubs/Organizations/ICC (Inter-Club Council)
- Student/Group/Team fundraising support
- End of year faculty/staff prize donations from local businesses
- Active and supportive School Advisory Council
- Student mentorship program (A Few Good Men group) (Wonder Women group in 2021-2022)
- Relay for Life
- Unity Day / National Anti-Bullying initiative
- Raider Games (K-12 ESE Field Day Activities)
- ESE Life Skills Transition Program /Job Training Opportunities (Off-campus local community)
- Military Family Life Counselors (on-site)
- Military Student Support (MSS)
- Military Night
- Certified Drug and Alcohol Counselors (on-site)
- Use of NHS facilities for various community events
- NHS Student Job Fair
- Student groups participating in numerous community service opportunities
- College night

400+ school board approved volunteers

Active social media presence celebrating school/student/organization success

**Identify the stakeholders and their role in promoting a positive school culture and environment.**

Administrative Team - establish expectations, norms, and values; cultivate relationships throughout the school and community; ensure safety and security of all students and employees; ensure respect for diversity; ensure Code of Conduct accountability

Faculty & Staff - cultivate relationships throughout the school and community; build rapport with all students by recognizing, promoting, and rewarding positive behaviors; ensure safety and security of all students; ensure respect for diversity; ensure Code of Conduct accountability

Students - respect and celebrate diversity and inclusion throughout the school; promote and participate in student-led activities, clubs, and organizations; engage in school spirit activities; engage in community service activities; represent NHS in a positive manner with class, sportsmanship, kindness, and integrity

Parents - engage in school spirit activities; support students and teachers in multiple ways; engage in volunteer opportunities as needed; motivate and encourage students to excel; actively engage in student performance monitoring

Community Members - engage in school spirit activities; provide support and resources for student groups, student recognition, and employee appreciation; build a partnership with NHS stakeholders

Student Advisory Council - an active, collaborative group of all stakeholders who help promote the school in a positive light as well as assist the administrative team with the decision-making process to include input and approval of the school budget