AGENDA
SCHOOL BOARD OF SANTA ROSA COUNTY
WORKSHOP
June 13, 2024-8:00 AM

Items for Review and Discussion

A.   Santa Rosa County District Schools Strategic Plan Update

(If a person decides to appeal any decision made by this board with respect to any matter considered at this meeting or hearing, he/she will need a record of the proceedings, and for that purpose he/she may need to ensure that a verbatim record of the proceedings is made, which record includes the testimony and evidence upon which the appeal is to be based.)

Santa Rosa County District Schools

Submitted By: Dr. Karen Barber, Superintendent of Schools

Title of Item: Santa Rosa County District Schools Strategic Plan Update

Description/Introduction: Strategic Plan Update - Year 2 Accomplishments and Year 3 Initiatives & Activities

Recommendation/Action Requested:

Financial Impact:

A-Funds required from School Board? No

B-Amount required

C-Grant/Project Synopsis attached? No

D-Date Grant/Project Reviewed/Approved by Accountant:

Legal Review

Does item require legal review? No

If Yes, Approval Date

REVIEWERS:

Reviewer	Action	Date
Dobbs, Myra	Approved	6/5/2024 - 8:28 AM

ATTACHMENTS:

Description	Upload Date	Type
Strategic Plan Update - Year 2 Accomplishment, Year 3 Initiatives & Activities	6/13/2024	Cover Memo

Strategic Plan Update

School Board Workshop

June 13, 2024

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Vision

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence and promotes lifelong learning.

Mission

To love, educate, and prepare all students for graduation and a successful future.

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FAST PM3 Data for 2023-2024

The data below is raw data and is preliminary as of May 28, 2024.

Elementary PM3 Data Snapshot			
Subject Area	**Grade**	**District Average**	**State Average**
ELA- STAR EL	K	59	53
ELA- STAR Rdg	1	64	56
ELA- STAR Rdg	2	67	53
ELA- Cambium	3	66	55
ELA- Cambium	4	64	53
ELA- Cambium	5	63	55
Math- STAR	K	45	53
Math- STAR	1	63	58
Math- STAR	2	67	58
Math- Cambium	3	70	60
Math- Cambium	4	70	58
Math- Cambium	5	65	56
Science	5	58	54

Secondary PM3 Data Snapshot			
Subject Area	**Grade**	**District Average**	**State Average**
ELA	6	64	54
ELA	7	57	50
ELA	8	56	51
ELA	9	61	52
ELA	10	62	53
Math	6	66	56
Math	7	53	47
Math	8	71	54
Science	8	54	45
Alg 1 EOC		58	50
Geometry EOC		59	52
Biology		75	66
Civics		73	67
US History		76	67

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Strategic Themes

Student Engagement & Support

Data Use for Program Evaluation

Shared Instructional Leadership

Stakeholder Communication & Engagement

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Shared Instructional Leadership

Year 2 Accomplishments
Year 3 Initiatives & Activities

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Year 2 Accomplishments & Critical Initiatives

1 Implemented a new teacher evaluation system.

2 Structured a district wide PLC model to support the new instructional coaching model and professional learning standards.

3 Established and implemented shared leadership among district and school staff (administrators and library media specialists) to support a systematic structure for legislative requirements.

4 Developed common grading practices to increase instructional capacity.

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Implemented a new teacher evaluation system.
Year 2

Activities:

- Analyzed evaluation data from the 2022-2023 and 2023-2024 school year to identify strengths, weaknesses, trends, and misconceptions to support ongoing coaching development.

- Conducted calibration activities with administrators to support intentional strategies for coaching teachers.

- Conducted teacher leader cohort trainings throughout the year with a focus on elements higher in rigor and student outcomes. (Student Led Academic Teams).

- Conducted guided planning sessions with teacher leaders with a focus on lesson design with elements of student teaming.

- Conducted administrative training on Student Led Academic Teams with Michael Toth in May 2024.

Structured a district wide PLC model to support the new instructional coaching model and professional learning standards.
Year 2

Activities - continued:

- Increased the rigor of PLCs with a district wide framework consisting of a checklist of expected, common practices.

- Provided training in monthly leadership conferences for principals, assistant principals, and district leaders defining their roles in actively supporting PLCs.

- Provided funding for substitutes with Title II funds to allow teachers within PLCs to observe in peer classrooms as it aligns to the PLC protocols.

- Transitioned the traditional "school based in-service rep" to the "Professional Learning Liaison" offering an increased stipend through Title II funding, training aligned to support teachers at each school site with PLC best practices, and cohort training with Marzano teacher leaders.

- Utilized data from the Standards Assessment Inventory to differentiate support and allocation of resources for school based professional development.

- Conducted an end of year program evaluation for school-based PLCs.

- Professional development to support beginning stages of implementation of Student Led Teams.

Developed common grading practices to increase instructional capacity.
Year 2

Activities:

- Engaged principal and teacher discussions about grading practices.

- Development of common grading practices within PLCs.

- Administrators report the status of developing common grading practices.

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Established and implemented shared leadership among district and school staff (administrators and library media specialists) to support a systematic structure for legislative requirements.
Year 2

Activities:

- Provided training and ensure compliance district wide for librarians regarding legislative requirements pertaining to book collections, classroom libraries, protocols, and timelines.

- Provided a systematic program for entering classroom library materials (Beanstack).

- Trained librarians and teachers on a district wide program (Beanstack) for tracking and managing library and classroom book collections.

- Revised the library/media handbook to include specific protocols aligned to legislative mandates.

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Shared Instructional Leadership Evidences
Year 2

Evidences

- SLAT
  - All school administrators participated in Student Led Academic Teams PD during monthly Principal and Assistant Principals' conferences.

- iObservation Data
  - iObservation Data has been shared with each school site, identifying areas of strength and areas showing an opportunity for growth. This allows school administrators to identify where staff may need additional professional development. This also allows district staff in HR the ability to plan professional development for administrators tailored to this data.

- Teacher Retention Rate
  - Teacher retention rate increased from 92.3% in 2022-2023 to 93.4% in 2023-2024 (+1.1% increase).

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Year 3 Critical Initiatives

Activities:

- PLC Accountability Framework
  - Develop an accountability framework to monitor the effectiveness of PLC activities.
  - Establish clear goals and metrics for PLCs aligned with school improvement plans.
  - Schedule regular check-ins and reflection sessions to assess progress and make adjustments.
  - Encourage cross-departmental collaboration.

- Provide online or face-to face SLAT (Student Led Academic Teams) 101 module training.
  - Offer comprehensive SLAT 101 module training (online or in-person)for teachers, literacy coaches, mentor teachers, math/science coaches, ESE facilitators, and administrators.
  - Provide integrated training for SLAT, Defined Learning, and the Marzano Instructional Model.

- Establish a district assessment committee with formation, roles, and responsibilities.

- Develop assessment blueprints using unified platforms for common assessments.

- Establish and train the District Review Committee on procdeures for library book objections.

- Initiate and conduct review process for submitted book objections.

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Student Engagement & Support

Year 2 Accomplishments
Year 3 Initiatives & Activities

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Year 2 Accomplishments & Critical Initiatives

1 Structured a uniform student advocacy program for every student district wide.

2 Integrated school wide activities that engage students outside of the classroom to keep all students connected with school.

3 Allocated equitable opportunities at every school.

4 Incorporated career connection, life/soft skill, dating violence, mental health and all required instruction into existing courses.

Structured a uniform student advocacy program for every student district wide.

Activities:

- 2nd year of mentor program in all middle schools, K-8s and combination schools.
- Connected students with a trusted adult and completed required instruction such as Suite 360 and Character Education requirements.

Integrated school wide activities that engaged students outside of the classroom to keep _all_ students connected with school.

Activities:

- Middle Schools and K-8s competed in Cross Country, 3 on 3 Basketball and Track and Field.
- Implemented HOPE Squads in all secondary schools.
- Started a Football program at Central, Orchestra at Gulf Breeze Middle, Orchestra and Beach Volleyball at Gulf Breeze High.
- Implemented a targeted Math Grant to increase integration of technology K-2.

Allocate equitable opportunities at every school.

<u>Activities:</u>

- Continued the implementation of broadcast classrooms at several schools.
- Teacher Academies have engaged students from elementary, middle, and high school.
- Defined Learning Summer enrichment camps are offered for elementary, middle, and high school students.

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Incorporated career connection, life/soft skill, dating violence, mental health and all required instruction into existing courses.

Activities:

- Workforce Education/STEAM Innovate partnered in PD for Innovators.
- Incorporated career exploration at all levels.
  - Jay Elementary Industry Certification and Pre-Teaching pilot
- Implemented Xello (secondary) for career planning.
- Purchased Defined Learning/Defined Careers to provide students with the opportunity to explore and experience careers through hands-on Project-Based Learning.

![Santa Rosa County District Schools logo]

Year 2
Student Engagement and Support Evidences

<u>Evidences</u>

- Scholarships
  - As of June 1, 2024, a total of <u>$34,441,919</u> *Note: This amount is projected to increase in July after Florida Bright Futures runs final evaluations on transcripts and test scores.*
- Afterschool Programs and Sports
  - Middle School Sports
    - Cross Country - 360
    - 3-on-3 Basketball
      - Championship - 48
      - North/South Tournaments - 216
      - Total - 264 athletes
    - Track & Field
      - Patriot Invitational - 216
      - North/South Invitational - 430
      - Total - 646 students
      - *ALL Middle School Sports = 1,270 athletes competing in regional and/or district events. Even more students competed in school activities but may not have qualified to move on to regional or district events.*
  - Orchestra (GBMS & GBHS)
    - GBMS - 23 students in 23-24
    - GBHS - 18 students in 23-24
  - Marching Band (Central) - 42 students in 23-24
  - Football (Central) - 39 students in 23-24
  - Girls Beach Volleyball (GBHS) - 20 students in 23-24
- Industry Certifications - We increased industry certifications 47% from 22-23 to 23-24 and increased 177% from 21-22 to 23-24. *This data is preliminary as there are still additional industry certifications that will be added due to students testing, reports that we are waiting on from certifying agencies, and the completion of our review process.*

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Year 3 Critical Initiatives

- Using the Broadcast Classroom model, implement Spanish in military connected middle schools (East Bay, HMS, HNMS, SMS, WBMS, GBMS) using the DODEA World Languages grant.
- High Schools continue to explore and implement ways to promote "in house" student mentoring and student advocacy programs at their respective schools.
- Elementary begin to explore and implement mentor programs (grades 4 and 5).
- Establishing Civics Career Academies in 24-25 at several district high schools.
- Santa Rosa Center for Innovation programming to be delivered at local elementary schools as we wait for the 25-26 Center's opening.
- Increase digital tool industry certification attainment in middle and high school.
- Defined Careers – Summer camp for summer of 2024.

Data Use for Program Evaluation

Year 2 Accomplishments
Year 3 Initiatives & Activities

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Year 2 Accomplishments & Critical Initiatives

1 Created framework and protocol for district-wide program evaluation.

2 Began the data analysis and used the information to determine program outcomes and next steps using the evaluation tool.

3 Aligned district-wide resources to support chosen programs.

- Allocate additional resources
- Realign resources
- Terminate Program

- Program Identification
- Requirements compiled
- Program initialization

Resource Allocation & Realignment

Program Initiation

Data Review

Data Collection

- Assessment data
- Performance
- ROI

- Assessment data
- Executed requirements
- Allocated resources

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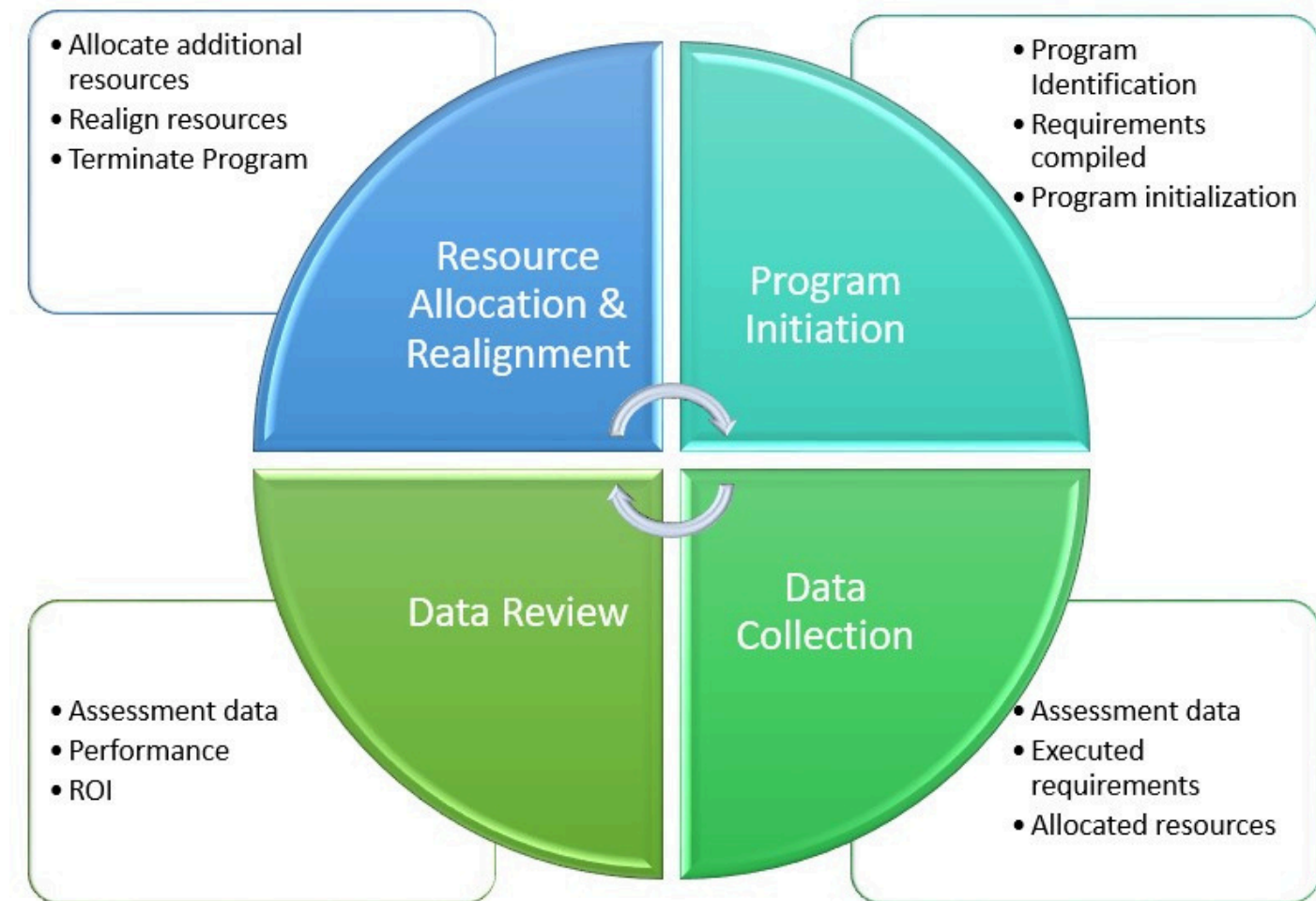
Created a framework and protocol for district-wide program evaluation

Activities:

- Identified working group members.
- Developed the process flow for the implementation of new & existing systemic programs.
- Identified and prioritized programs for evaluation.
- Identified data needed for evaluation programs.

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Analyzed data and used the information to determine program outcomes and next steps

Activities:

- Conducted the initial data analysis using the framework and provided feedback from the district level.
- Provided access and initial training to site administrators on the evaluation tool
- Developed a very rough draft of written procedures for using the evaluation tool.
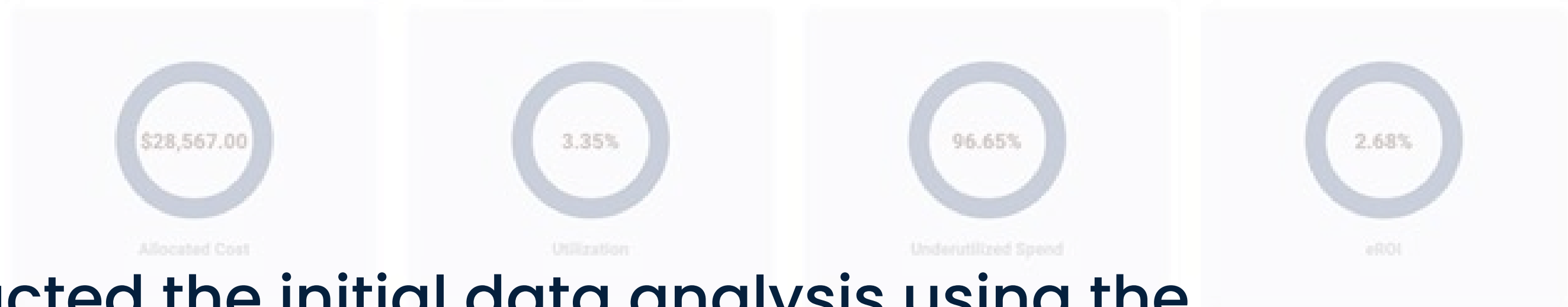
Growth Report

Breakdown By:

Grade ▾ | Grade/School/Teacher | **Fast Math** | 🖨 Print | 📄 PDF | ⇄ Filters

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Data Statements for All Schools

Overall net growth was 8.25%.

Improving students gained 9.14%.

7.05% of students had learning loss from Pre Test to Post Test.

Declining students declined by -3.59%.

Grade Report
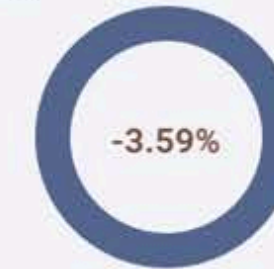
11733	10906	827	827
8.25%	**92.95%**	**7.05%**	**-3.59%**
Average Growth Analysis	Improving Students	Learning Loss Students	Amount of Learning Loss

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Grade Level - 3rd

Overall net growth was 9.81%.

Improving students gained 10.12%.

2.48% of students had learning loss from Pre Test to Post Test.

Declining students declined by -2.78%.

1978	1929	49	49
9.81%	**97.52%**	**2.48%**	**-2.78%**
Average Growth Analysis	Improving Students	Learning Loss Students	Amount of Learning Loss

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Proficiency Report

Breakdown By:

Grade

Grade/School/Teacher

Fast Math

🖨 Print   📄 PDF   ≡ Filters

Data Statements for All Schools

66.94% of students were proficient.

Proficient students were above the proficiency line by 6.56%.

33.06% of students were not proficient.

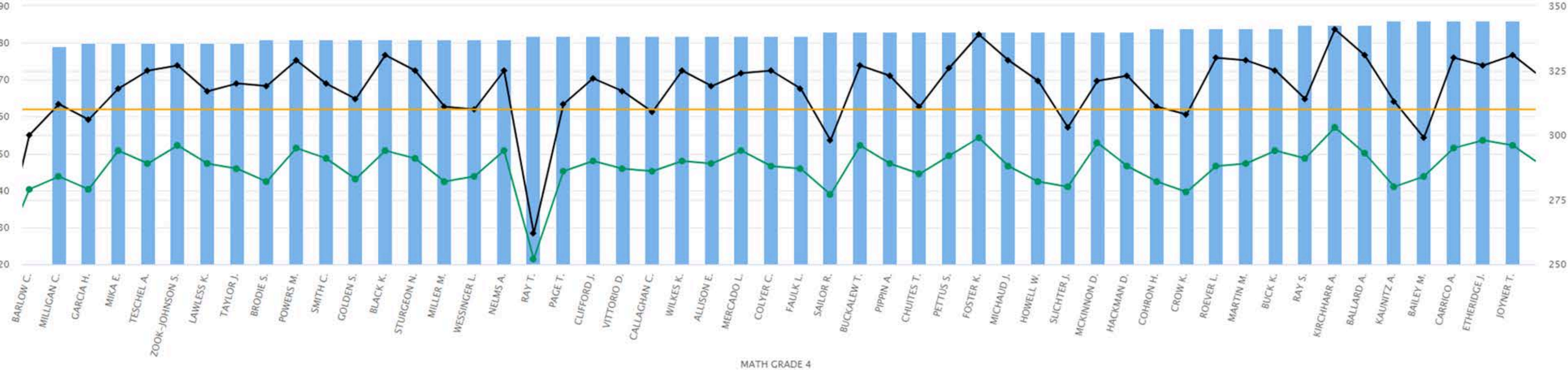Non-proficient students were -6.04% below the proficiency line.

Grade Report

3% Bubble

8316	2134	4107	1550
66.94%	17.18%	33.06%	12.48%
% Proficient	% Proficient in Bubble	% Below Proficient	% Below Proficient in Bubble
6.56%	**1.47%**	**-6.04%**	**-1.5%**

Grade Level - 3rd

70.87% of students were proficient.

Proficient students were above the proficiency line by 6.23%.

29.13% of students were not proficient.

Non-proficient students were -5.49% below the proficiency line.

1479	358	608	248
70.87%	17.15%	29.13%	11.88%
% Proficient	% Proficient in Bubble	% Below Proficient	% Below Proficient in Bubble

297 Benchmark

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ACE Report

Resource Report
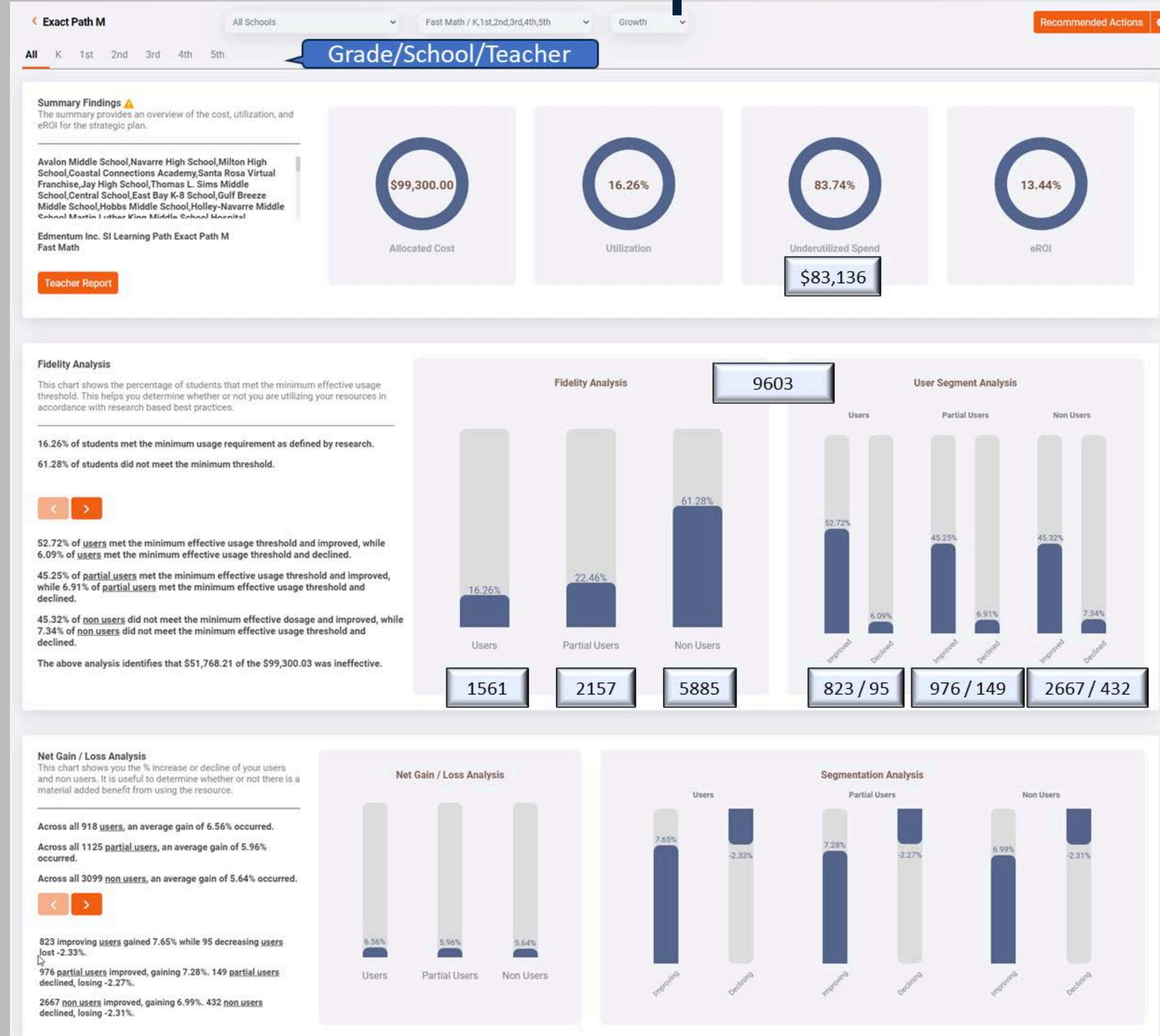
Year 3 Critical Initiatives

1. Refine the framework for data analysis utilizing the evaluation tool. Use the information and data derived from the tool for next steps.
2. Complete and publish the written procedures (Handbook & Policy).
3. Align district-wide resources to support chosen programs.

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Stakeholder Communication & Engagement

Year 2 Accomplishments
Year 3 Initiatives & Activities

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Year 2 Accomplishments

1 Designed a framework to support consistent expectations for engaging stakeholders.

2 Introduced & implemented a user-friendly communication platform that allowed for seamless and instant communication between all stakeholders (School Status Connect).

3 Established a routine for providing regular updates to parents, students, and staff regarding important events, school policies, academic progress, and extracurricular activities (website, social media, news releases, LEAPs & Bounds, etc.).

4 Promoted an environment that encourages open dialogue and active participation from all stakeholders (ex: Town Hall Meetings, Parent and Caregiver Surveys, District Parent Advisory Council, LEAP Council, etc.).

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# Designed a framework to support consistent expectations for engaging stakeholders.

Activities:

- Utilized a District Parent Advisory and L.E.A.P. Council to establish transparent, effective communication channels throughout the strategic plan process.

- Provided training and resources to support teachers and administrators to enhance their communication skills.

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Introduced & implemented a user-friendly communication platform that allowed for seamless and instant communication between all stakeholders (School Status Connect).

<u>Activities:</u>

- Utilized School Status Connect as the communication tool for all school sites.

- Utilized social media and digital platforms to extend the reach of communication efforts.

- Implemented a new district website platform (School Blocks) that allowed for uniformity among school sites when disseminating information.

- Success in the Classroom Video Series
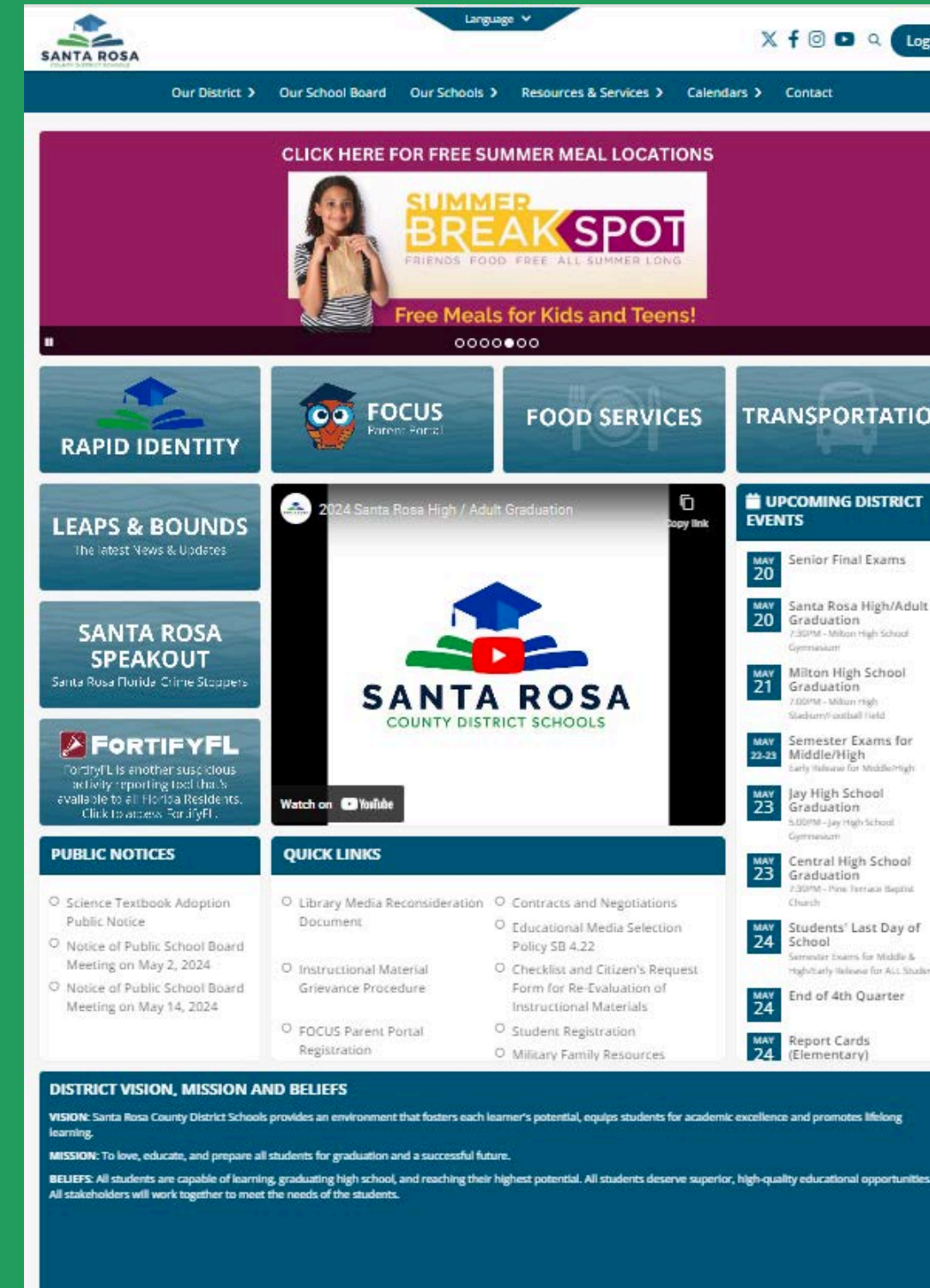
Established a routine for providing regular updates to parents, students, and staff regarding important events, school policies, academic progress, and extracurricular activities.

Activities:

- Developed a structured plan that outlines specific goals, target audiences, and communication channels to be utilized.

- Utilized an annual administrative calendar of events (due dates) for more effective and efficient communication and operation of site-based administrators.

- Curriculum Matters website for administrators

- FOCUS Parent Portal

- FOCUS Graduation Dashboard

Promoted an environment that encouraged open dialogue and active participation from all stakeholders.

Activities:
- Parent Advisory Councils
  - District
  - ESE
  - Title I
  - School Advisory

- PBIS Quarterly Newsletter

- Monthly LEAPs & Bounds Newsletter

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Year 2
Stakeholder Communication & Engagement Evidences

<u>Evidences</u>

- District Parent Advisory Council Meetings
  - Oct 24, 2023
  - Jan 23, 2024
  - Mar 12, 2024
  - May 13, 2024 (canceled due to inclement weather)

- L.E.A.P. Council Meetings
  - Mar 18, 2024
  - May 6, 2024
  - Aug 26, 2024

- Social Media Platforms
  - SRCDS Facebook
    - Performance Increases from August 2023-May 2024
      - Reach increased by 16.3%
      - Content interactions increased by 40.5%
      - Followers increased to 21,800
      - Visits increased by 213.7%
  - Instagram
    - Instagram Profile Visits - Increased by 89.2%

- School Status Connect Messaging

- Attendance Rate- **Increased** to 93.86% in 23-24 (previously 93.77% in 22-23)
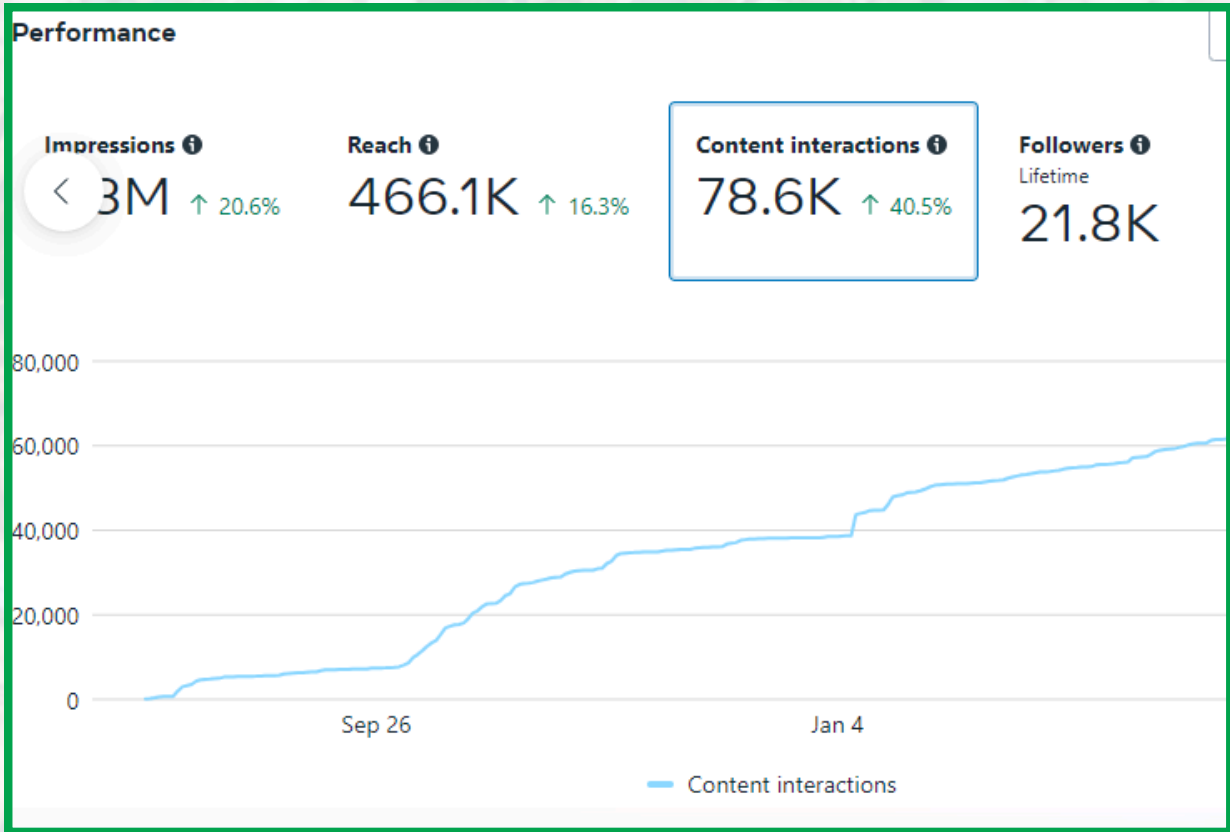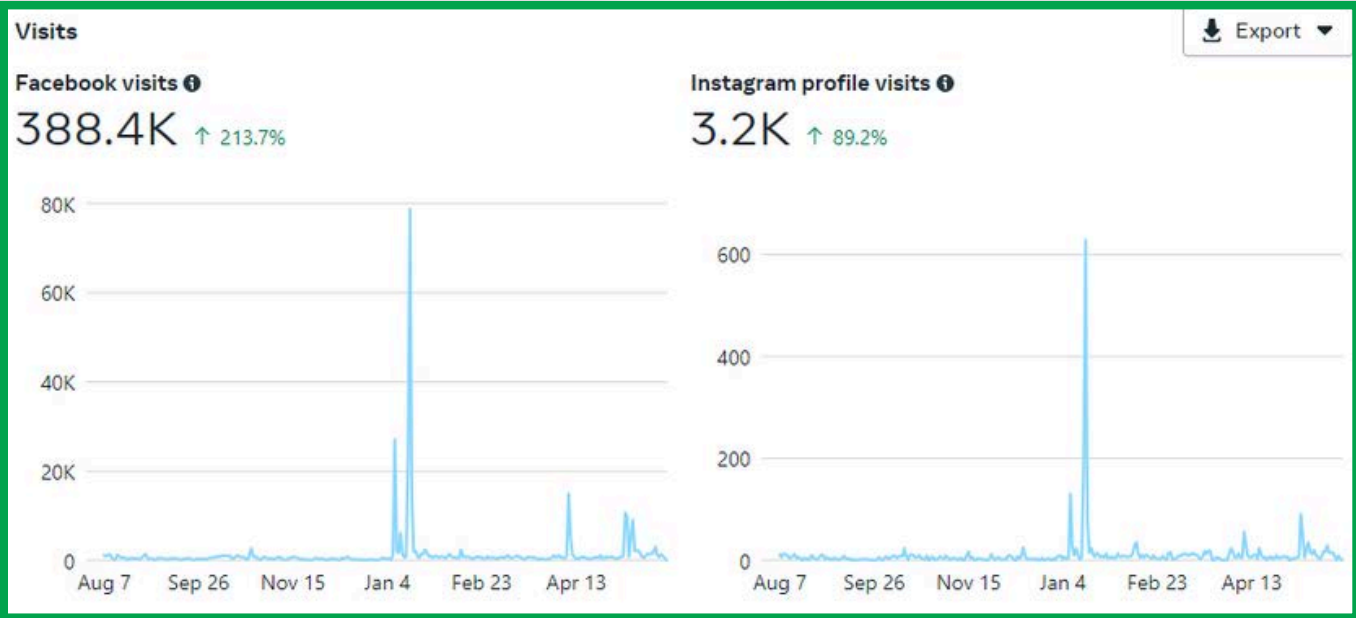
Year 3 Critical Initiatives

- Continue working on the four aforementioned critical initiatives.
- Host 24-25 Stakeholder Engagement Meetings with Superintendent and School Board Members.

<u>Additional Activities</u>

- Re-Engage families that have withdrawn for homeschool or private school options.
  - Get a listing of withdrawn students from ITS & create a mailer to re-engage families.
  - Plan a spring "Santa Rosa Showcase" event specifically for re-engaging families into SRCDS.

Questions

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Thank You

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