Martin County School District

Martin County High School

2016-17 Schoolwide Improvement Plan

Martin County High School

2801 S KANNER HWY, Stuart, FL 34994

martinschools.org/o/mchs

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	39%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Martin County School Board on 11/15/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Martin County High School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Martin County High School's Mission is to ensure quality learning for all.

b. Provide the school's vision statement.

Martin County High School's vision is to be an extraordinary culture of learners.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Using the International Center for Leadership and Education's (ICLE's) Relationship Model for Student Support, our Professional Development Plan has centered on a cultural shift from a teacher-centered classroom to a student/learner-centered classroom to increase learner engagement. Professional development activities have been crafted to shift the mindset of educators to create a culture that asks the question, "Is it good for kids?" and demands that all decisions be predicated on the answer to that question. Teachers and staff are trained on the varied levels within the Relationship Framework and the Student Engagement Quadrant Model.
Several school-wide activities support the process by which the school learns about students' cultures and builds relationships between teachers and students:

•Freshmen Seminar - A unique and innovative method that MCHS uses to address personal skill development is a course entitled, Freshmen Seminar. The course was implemented as a result of the presenting needs of our ninth graders and the struggles they exhibited in the areas of academics, personal skills development and career planning. The course provides students with the framework to develop positive behavior and attributes while enhancing their personal, social and leadership skills. This course includes a range of students from our struggling learners (at risk graduation and lower 25%) to our highest achieving ninth graders (Advanced Placement students).

•Positive Behavior Intervention Supports (PBiS) – Staff and students work collaboratively to establish and communicate expectations for outstanding citizenship. Students lead the activities that recognize/reward students and staff for meeting and exceeding the school-wide expectations.

•Student Activities/Athletics: Over 50 clubs, classes and athletic programs are available to students. Clubs range from traditional National Honor Society (NHS) with 150 members to the nontraditional Animation Club with 20 members. Community service clubs (Sigma Phi, Key Club, GSA, etc.) abound with membership and community interactions. Mu Alpha Theta with 50 members promotes rigorous math and science leadership opportunities. Current student participation records indicate that well over 800 students are actively involved in student activities.

•Focus Groups: The use of structured focus groups to solicit feedback from a diverse representation of students, parents, and staff has proved critical to increasing learner engagement from the various groups. Twice a year, focus groups are formed to evaluate current practices and provide instructional and programmatic recommendations. Several new strategies to increase engagement have been incorporated as well.

•Mentoring: A structured mentoring program has been established to ensure that all students identified as Students of Potential (at-risk and/or scoring in the lower 25% in Reading and Math) are provided the opportunity to have a mentor. Every At-Risk senior is provided a mentor who addresses attendance, academic progress and methods to overcome challenges. For all ninth and tenth grade students taking Advanced Placement courses, they were assigned an upperclassman AP student as a mentor. After an orientation breakfast, scheduled times are required for follow-up and support. An Advanced Placement Ambassador program was created to help support students needing extra assistance in all courses where teachers can recommend students for assistance and they are assigned a course mentor.

•Career Interest/Learning Styles Inventories: Inventories are being utilized with our Students of Potential as student interviews have indicated that a mass majority of this group of students have no post-secondary and/or career goals/aspirations and are unaware of their personal learning styles. Because they lack long-term goals, they often do not see the value in the day to day school process and the attainment of a high school diploma. By providing them with individual results of their inventory, we give them the impetuous to engage in the academic process. To broaden the opportunity for all students to have access to the career interest inventory and learning styles inventory, a sample of each was published in the student planner that each student receives and is required to carry each day.

•TigerFEST! - One of MCHS's most engaging student activities is TigerFEST! In just its fifth year, the Saturday morning FSA/EOC motivational session drew over 300 students - 25% of our 9th and 10th grade population- to participate in an engaging, educationally stimulating morning that included an inspirational speaker, test strategy academic games and problem-solving/critical thinking activities. Thirty-five staff members assisted in the preparation, organization and delivery of the four, one-hour long sessions.

•After school student support sessions (SSS) are available to all students needing extra assistance in core subjects; including but not limited too, Mathematics, Science, Social Studies and English.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Martin County High School provides all students with a safe, supportive, respectful and welcoming educational environment and teaches the skills and character traits necessary to succeed in a rapidly changing, diverse society. MCHS believes that each student is unique and has the ability to learn at a high level. We have a highly qualified staff committed to promoting student achievement and adults across the campus clarify their expectations for positive interpersonal interaction including instruction, citizenship and relationships. MCHS represents a positive, safe and clean environment that is vital to learning and success. Staff, parents, and community work together to support a culture of learning for all that is crucial to the student body. Through use of a systems-approach, while serving a diverse population of over 2200 students, MCHS has focused all efforts on creating a positive impact for students by addressing one basic question: "Is it good for kids?"

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Martin County High School provides a Multi-Tiered System of Supports (MTSS) for academics and behaviors for all students. Positive Behavior Intervention/Support is a Multi-tiered framework for developing, refining and implementing a culture of discipline conducive to learning. PBiS allows for students to be educated in a safe, respectful and welcoming environment. The process involves establishing school-wide expectations, teaching rules associated with the expectations in all common

environments, reinforcing appropriate student behaviors, using effective classroom management strategies and providing research-evidence based strategies to assist the school to increase academic performance, increase safety, decrease problem behaviors and establish positive school cultures. One of the objectives of the school instructional program is to encourage and develop self-control and self-discipline rather than mere obedience to others. To these ends, students are provided with specific freedoms within the framework of school policies. Students are provided opportunities to make decisions, to make choices, to make mistakes, and to assume responsibility, all under faculty supervision in a supportive environment.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

MCHS has several plans in place to support student success:

•Guidance - Services are available for all students in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study skills, home/school/social concerns, or any topics students feel they would like to discuss with the counselor.

•Positive Behavior Supports (PBiS) – Tier 1: Process and procedures intended for all students and staff. Tier 2: Process and procedures designed to address behavioral issues among groups of students with similar problem behavior or behaviors that seem to occur for the same reasons. Tier 3: Process and procedures that reflect school-wide expectations for student behavior coupled with team based strategies to address problematic behaviors of individual students.

•Mentoring program - A structured mentoring program has been established to ensure that all students identified as Students of Potential (at-risk and/or scoring in the lower 25% in Reading and Math) are provided the opportunity to have a mentor. Every At-Risk senior is provided a mentor who addresses attendance, academic progress and methods to overcome challenges. For all ninth and tenth grade students taking Advanced Placement courses, they were assigned an upperclassman AP student as a mentor. After an orientation breakfast, scheduled times are required for follow-up and support.

•School Resource Officer Program - Designed to improve the relationship between the law enforcement community and the students in Martin County. The Resource Officer is permanently assigned to the school and is available for informal counseling and classroom presentations involving law enforcement related topics. The Resource Officer is a full-time deputy sheriff with the authority to investigate any criminal matters that concern the school or the students. The Resource Officer is available for parent or teacher conferences and will assist in any possible way to help a student as he genuinely cares about the young people at MCHS and becomes well-acquainted with all of them.

•Check-in/Check-out - Utilized with students in need of positive adult interactions and positive feedback throughout the school day.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Martin County High School uses many early warning indicators.
Attendance - teacher contacts, counselor contacts, attendance intervention parent students meetings.
Suspensions - Tykes and Teens, ISS with focused activities, OSS.

Course failure in ELA or Math - D/F tracking, collaborative team process, after school student success support sessions.

Level 1 ELA or Math statewide assessments - Students of Priority tracking and mentoring, progress monitoring, support facilitation model, collaborative team process (individual student data analysis and interventions.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	50	61	57	36	204
One or more suspensions	0	0	0	0	0	0	0	0	0	1	1	1	0	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	18	72	65	46	201
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	128	194	189	120	631

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	28	74	70	33	205

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

For our students who are identified by our early warning systems, the following intervention strategies are in place to improve their academic performance.
Core Leadership Meetings
Professional Learning Community (Collaborative Teams)
Multi-Tiered Student Support
Intervention/Problem-Solving Coach
Positive Behavior Intervention System
Behavioral Specialist
Literacy Coach
Check-in--Check-out
Check and Connect
Guidance
Professional Development in Best Practices
Student Success Tutoring Sessions (After School)
Attendance Intervention Committee
Support Facilitation for ESE

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Effective ongoing communication with families is key to building positive relationships. MCHS utilizes several avenues to maintain communication, increase involvement and keep parents informed of their child's progress such as, but not limited to:
FOCUS, a quarterly school newsletter sent directly to students' homes, MCHS's school website, Focus, a web-based electronic grading system reflecting up-to-date grades and attendance information, Alert Now, an automated calling system that informs parents about important information, Student Handbook, guidance forms, test results are publicized, interim reports and Report Cards including grades, attendance and conduct, MCHS's marquee, which is the electronic sign outside school, and "Remind 101" an App. to communicate to both students and parents via one-way texting. Parents are also an essential member and decision maker on the School Advisory Council at MCHS. Our school continues to expand volunteer opportunities to facilitate and provide academic remediation/enhancement. Throughout this process, MCHS maintains accurate records of the number of parent volunteers and dates and times they have served the school. MCHS continues to set goals to increase participation in increasing the number of parents participating in school events, such as, parent conferences. To promote more participation, events, such as, "coffee with the principal" have been and continue to be implemented.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Martin County High School prides themselves for valuing all stakeholders in their education process. MCHS reaches out to various businesses to establish partnerships which benefit Martin County High School Students and Staff. We value these partnerships and understand the importance of working collaboratively together. Together, we become a team, working towards to the common goal of student achievement.
Involving businesses and community partnership is a simple process; however, very important. For example, community partners may provide resources for school events, Teacher Appreciation Week, athletic equipment, and even financial donations to assist with students' academic growth and support. Martin County Education Foundation (Adopt-A Class Program), Grant Funding and SAC all support the school with this process. We may advertise, and some business partners sponsor events to support the students and our staff. We may mention their sponsorship at athletic events, newsletter and ask our students and families to support their businesses. We also solicit feedback to use to help us maintain and improve communication with local community partnerships. Additionally, Martin County High School offers nine career academies representing a crosswalk of career clusters. Each program has a business advisory board comprised of educators, students, career professionals and other community members.

C. Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

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

Name	Title
Fabrizio, Al	Principal
McCaughey, Lori	Dean
Skinner, Virginia	Assistant Principal
Edwards, Judy	Teacher, ESE
Mero, Rossana	Teacher, K-12
Southwick, Shaun	Teacher, Career/Technical
Orozco, Guillermo	Assistant Principal
Graff, Lauren	Administrative Support
Arczynski, Shannon	Instructional Coach
Herd, Jamie	Teacher, K-12
Savela, Dane	Teacher, K-12
Santos, Charles	Teacher, K-12
Carbone, Kristin	Assistant Principal
Mosby, Eric	Teacher, K-12
Bartges, Dawnelle	Teacher, K-12
Baier, Joanna	School Counselor
Cowles, Mark	Assistant Principal
Siters, Kelli	Teacher, K-12
Holling, Laura	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The leadership team meets weekly and the basic function of the team is to create and maintain a shared vision and focus on the improvement of student learning and achievement areas through the ACL. Martin County's ACL stands for Attendance, Collaboration, and Literacy. Attendance focuses on the physical presence of all learners as well as the daily mental attention to learning and meaning. Collaboration is the centerpiece for building relationships and sharing responsibility for student achievement and professional growth. Literacy represents the reading, writing, speaking and reasoning skills needed for continued learning beyond the current school year and into future education and careers. The team also provides the structures (time and opportunities) to maintain a strong collaborative culture based on a student-focused, data-driven community of learners.
Alfred Fabrizio - Principal
Mark Cowles - Assistant Principal
Lori McCaughey - Dean of Students
Virginia Skinner - Assistant Principal
Guillermo Orozco - Assistant Principal
Kristin Carbone - Assistant Principal
John Leon - Dean of Students
Lauren Graff - Behavior Specialist
Shannon Arczynski-Literacy Coach
Jamie Herd - Advanced Placement team leader
Dawnelle Bartges - Communications and Community Outreach team leader
Judy Edwards - ESE team leader

Dane Savela- Language Arts/Arts team leader
Rosanna Mero - Math team leader
Kelli Siters - Science/PE team leader
Laura Holling Browning - PLC/PD team leader
Shaun Southwick - Post-Secondary/ Career Readiness team leader
Colonel Mosby- ROTC team leader
Joanna Baier - Students of Priority
Charles Santos - Social Studies/Foreign Language team leader

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team meets weekly ensuring that district, school, and SIP goals are being executed with fidelity. Furthermore, during this time, specific concerns raised through the MTSS process are brought to the team in order to provide additional support. Together, the stakeholders, brainstorm, analyze data and create a progress monitoring plan to ensure continuous improvement and process for the targeted students. The problem-solving process for MTSS includes the use of attendance, GPA, discipline and other barrier indicators to identify at-risk students. Additionally, teachers and other staff members (sometimes parents) recommend students to the MTSS process.
Furthermore, if barriers are identified within our school system, collaboratively, the team generates a supportive progress monitoring plan to address concerns and work towards successful solutions for everyone involved. The MTSS team consists of the Assistant Principal, Guillermo Orozco; District assigned RtI coach, Theresa Stone; ESE Team Leader, Judy Edwards; Literacy Coach, Shannon Arczynski; ELL Teacher; ESE Behavior Specialist, Lauren Graff; Speech Therapist, Niki Aronoff; all guidance counselors, School psychologist, and additional individuals based on needs.
The MTSS team meets weekly to review school-wide data, student and teacher data, as well as discipline and attendance data to define whether the problem is core instruction related or individual student related. The basic functions of the team are to look at gap analysis, ensure that interventions are being implemented with fidelity, verify that teachers have the support necessary to implement the interventions, collect accurate data, and implement research-based, data-based interventions to address both the core and individual student response.
Student academic performance data is collected through informal, formal, formative and summative assessments. The following resources are utilized to collect an overall picture to help guide data-driven decision making: Focus, district benchmark assessments, Performance Matters data, teacher input, and student samples. Based on the information the team collaborates to generate research-based interventions that will best fit the student's needs. These interventions are monitored and if they are unsuccessful, other interventions are provided. Assisting students to reach success is our never ending goal. To continue, MCHS has adopted the Positive Behavioral Interventions and Supports program and uses RtI:B state data management system to gather discipline and behavior data. Students are identified within the tiers and the same data elements are used to exit students from Tier 2 and Tier 3.
MCHS coordinates and integrates all federal, state, and local programs that impact the school:
-Implements research-based resources funded by federal and local funds.
-School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
-Partnerships are established.
-With coordination and scheduling of instructional programs.
-With the implementation of parent information programs.
-Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Al Fabrizio	Principal
Erica Aguirre-Arroyo	Teacher
Rossana Mero	Teacher
Matt Theobald	Teacher
Chanda Leon	Teacher
Judy Edwards	Teacher
Valentina Desimone	Teacher
Laura Mercado	Education Support Employee
Carlos Mercado	Education Support Employee
Susan Melians	Parent
Bruce Nathan	Parent
Lynda Daniel	Parent
Regina Lukens	Parent
Barbara Proctor	Parent
Robin Levine	Parent
Anne Lam	Student
Morgan Bakinowski	Student
Katherine Ryan	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The administrative team considers SAC to be a key element in its efforts to regularly communicate with and get feedback from parents, students, and the community. The SAC members provided on-going feedback to the school-based administrative team regarding the School Improvement Plan (SIP) in an effort to facilitate and enhance student achievement at the school.

b. Development of this school improvement plan

SAC reviews and/or revises school's Vision and Mission, sets priorities for goals and objectives to be included in the School Improvement Plan. SAC also assists in preparing the proposed School Improvement Plan, including improvement strategies and measures.

c. Preparation of the school's annual budget and plan

SAC will assist the administrative team with the school's annual budget plan in order to implement the school improvement plan and enhance student performance as follows:

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

AP Summer Institute preparation - Provides basic foundations for teaching AP courses effectively and conveying information to students. ($4345)
Ready to Learn Program (Eliminating the Achievement Gap Task Force) - Task force learned specific researched based strategies that will help raise achievement levels for African American and Hispanic students. ($2059)
PLC Institute - Continued research and learned strategies for maintaining MCHS as a PLC and drive deeper into standard by standard, student by student data support. ($4100)
Tiger Fest - Provided a motivational and inspirational message for 9th,10th and 11th EOC, FSA test takers. ($1200)
ACT fees for students that have utilized both waivers. ($750).

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Fabrizio, Al	Principal
McCaughey, Lori	Dean
Skinner, Virginia	Assistant Principal
Southwick, Shaun	Teacher, K-12
Edwards, Judy	Teacher, K-12
Herd, Jamie	Teacher, K-12
Carbone, Kristin	Assistant Principal
Mero, Rossana	Teacher, K-12
Santos, Charles	Teacher, K-12
Arczynski, Shannon	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy is one of the three main focus areas for MCHS. The LLTmeets to plan specific school-wide literacy activities. The Literacy Coach meets regularly with members of the administrative team, school leadership team, and/or designees from respective departments to address school-wide literacy concerns, professional development needs, and reading intervention program concerns. In addition, the team reviews school data to determine next steps for professional development and student celebration for successes in literacy.

Martin County High School Literacy initiatives:
Text complexity and close reading- Essential strategy for success in implementing the Florida Standards.
PD on high probability strategies using Marzano's Art and Science of Teaching Framework

Celebration of Literacy - Stressing the importance of literacy for staff and students through celebration of their successes.
Reading and Writing relationship - Implementing a "Writing across the Curriculum" plan.
Academic vocabulary – Essential to Florida Standards.
Literacy blueprint focusing on reading, writing, speaking, and reasoning - Showing the relationship between all content areas and their roles in literacy.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Martin County High School is structured into 22 on-campus collaborative teams, and 9 district teams that singleton teachers are a part of allowing the ability to tackle the essential standards that students need to meet, address high-yield strategies to assist all students and attend to the data analysis which allows the true evaluation of effectiveness. Collaborative team meetings are held weekly, attended by all, and materials/tools are provided to assist teams in using data and guiding improvement toward outcomes in specific content areas.
As a part of our collaborative team process, the following steps are implemented:
•Establish team norms
•Provide personalized professional development through CT
•Evaluate current reality - Analyze lagging data
•Determine essential standards and develop instructional focus calendar
•Develop/Conduct content focused formative assessments
•Develop/Teach instructional focused mini-lessons
•Review common formative assessment data by teacher, lower 25% and subgroup
•Review/share instructional strategies used
•Conduct tutorials, re-teach, differentiate instruction, provide small group instruction
•Provide enrichment activities
•Flexible grouping used in re-teaching and enrichment activities

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

The principal is responsible for reviewing on-line applications; identifying certified applicants; interviewing applicants meeting qualifications for position; calling at least 3 references; providing new teacher support/mentoring program; providing on-going support and direction; supervising instruction and providing positive and constructive feedback; providing and encouraging training opportunities for Reading Endorsement and ELL Endorsement.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The new teacher mentoring program has teachers paired by similar department and/or grade level. Included in the program are monthly follow up meetings, book studies, and email and text messaging groups set up for communicating. It is within these opportunities that we share and review "best practices", and truly develop our new teachers and their capacity to adapt to the changing and evolving dynamics in teaching. There is a new teacher mentoring committee that responds to questions and concerns from new teachers and serves as a liaison committee to address these concerns with school administration. The leadership team is also developing specific activities based on new teacher needs as they arise in the year. Additionally, we are able to provide new teachers with the opportunity to observe veteran teachers in the classroom and provide feedback as to how they can implement some of what they see into their own classrooms.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Martin County High School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum that aligns to the standards through the collaborative team process and professional development. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. In addition, the Martin County School District subject-area leaders (Math, ELA, Science and History) are continually working on meeting the needs of our teachers by providing resources such as formative and summative assessments, course frameworks, and curriculum guides.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Martin County High School (MCHS) uses data continuously to monitor and differentiate instruction. Formative assessments and Progress Monitor Assessments provide MCHS a variety of data to differentiate instruction. Through collaborative teams, common formative assessments are created in every course to collect student data. Student responses are then analyzed by the entire collaborative team to determine how to target students who are not successful on the assessment. A common strategy that is used as an intervention for students who are not proficient is the flexible grouping strategy. Flexible grouping allows a teacher to work in a small group setting (three to four students) with struggling students. Flexible grouping also allows a teacher to group students who are struggling on a similar standard and provide the intensive instruction needed for success. On the same instructional day, a teacher could work with multiple groups, specifically targeting the standard each group needs additional help with. In addition to formative assessments, teachers at MCHS utilize district-created Progress Monitor Assessments to assess where students are prior to the state assessment. Progress Monitor Assessments are available in English I, English II, Algebra I, Algebra II, Geometry, Biology, and US History. Results are analyzed in collaborative teams, and then impact the instructional calendar. Previous state assessment data is reviewed for every student which helps determine course-level placement. English and math courses also view previous state assessment data to determine which students need additional instructional intervention. Interventions include small group instruction, before and after school tutoring, and the use of highly probable researched-backed teaching strategies.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,600

SAT Tutoring is offered before school.

Strategy Rationale

Tutoring provides students with the opportunity to ask questions in small groups to improve their understanding. Students have experts in their fields working to assist them throughout the learning process.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Herd, Jamie, herdj@martinschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Strategy: Weekend Program

Minutes added to school year: 300

Tigerfest is our annual gathering for students that takes place the weekend before the spring state assessments, Students engage in moral building activities, given last minute tips and strategies, and encouragement from their teachers and guest speaker.

Strategy Rationale

Enrichment activities and moral boosting the weekend before their state assessments that contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Skinner, Virginia, skinnev@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Strategy: Extended School Day
Minutes added to school year: 7,200

FSA and EOC morning and afternoon tutoring is offered for Reading, Math, Science and Social Studies.

Strategy Rationale

Tutoring provides students with the opportunity to ask questions in small groups to improve their understanding. Students have experts in their fields working to assist them throughout the learning process.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Fabrizio, Al, fabriza@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Strategy: Summer Program
Minutes added to school year: 960

Summer EOC and PERT boot camp for Algebra.

Strategy Rationale

Students are provided time to review material taught throughout the year to assist them in mastery of the EOC or PERT. Students have the opportunity to work with experts on these subjects in small groups to maximize learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McCaughey, Lori, mccaugl@martin.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Martin County High School provides many strategies to support incoming and outgoing cohorts of students in their transition from one school level to another.
For the incoming 9th grade cohort, MCHS provides:
Freshmen orientation (spring and fall)
Middle School registration process - counselors visit the middle schools to register incoming 9th graders
IEP Transition meetings
504 Transition Meetings
CTE Program Exposure
CTE Showcase
Freshmen Center
Private School Night
Counselor Café
For the 12th grade cohort, MCHS provides:
Post-secondary planning/Senior Exit meetings
College & Career Fair
Senior Assembly
Financial Aid night
College visits (through CTE, classes, & lunches)
CTE Certification
PD for Post-Secondary Transitions
"Becoming a College Athlete"
College Knowledge via Prowl
SAT Tutoring
English Teachers assisting in essay writing

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students complete interest surveys in the 8th grade and share goals during pre-registration process. Course selection is based on teacher recommendations, high school graduation requirements, student achievement data, individual interest and self-identified areas of interest. With flexibility available in the high school schedule, students can adjust course selections. Programs of Study are used for each Career and Technical Education program to guide students through 4 years of course planning and make students aware of available articulation agreements and opportunities to earn professional industry certification.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Extensive training has occurred in regards to rigorous and relevant instruction. Each teacher is responsible for the completion and implementation of a Quadrant D lesson that includes higher thinking and relevant instruction. Additionally, nine of the career and technical programs have completed requirements for Career and Professional Act (CAPE) designation, which includes the implementation of integrated projects. Training is planned for Capstone Projects to be incorporated into senior CTE courses. Career and Technical Education programs include: Automotive Technology, Automotive Collision, Repair and Refinishing, Culinary Arts, Television Production, Medical Sciences (Emergency Medical Responder and Allied Health Assisting), Commercial Photography, Drafting, Marketing Management, and Network Support Services/IT. Additionally, career-themed courses in the

graphic arts are also available options for students.

Several classes are paired for year-long, collaborative instruction and utilize integrated lessons (e.g. English/Biology for struggling readers; English/Advanced Placement World Geography for advanced readers; English/Advanced Placement World History for advanced readers). All teachers submit semester scope and sequence and lesson plans electronically. Multi-course projects and lesson studies are planned for the year.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Review of the High School Feedback Report and 2013-2014 CPT/PERT, ACT, SAT and Advanced Placement data indicate that increased attention to providing students with additional assistance in preparing for and applying for assessments is needed. An increase in student enrollment in Advanced Placement has resulted in increased student exams; however, a continued concern about the number of students in subgroups enrolled in advanced placement courses exists. Implementation of ACT and SAT-type questions and essays is required in grades 11 and 12. Preparation classes began second week of school providing two mornings of prep for all students. Additionally, specific trainings are scheduled for assisting students with test-taking strategies and application completion for ACT and SAT. Teachers will identify students not successful on FCAT, encourage student participation in ACT assessment, and provide preparation activities. An increased emphasis on, and requirement for, PERT includes the analysis of student data and collaboration with instructors at our local state colleges, IRSC and PBSC, to identify student strengths and weaknesses. All seniors who have not been identified as "college ready" are in a math for college readiness course and/or English IV for College Prep course to gain the required skills for post-secondary enrollment.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

College Readiness courses for all students that have not attained a college ready status are required. Students continue in academics beyond what is required for graduation.

College prep is in embedded in entire high school curriculum but those interested in post-secondary education are recommended to continue rigorous course loads.

CTE continuation is encouraged to prepare for post-secondary career prep and certification.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

Strategic Goals Summary

G1.   The percent of students scoring at proficiency (level 3) or higher on the NGSS End-of-Course US History Assessment will increase from 65% to 75%

G2.   The Grad Rate will increase to 93%

G3.   The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 70% to 77%

G4.   The percent of students achieving level 3 or higher on the FSA English Language Arts for grades 9 and 10 will increase from 62% to 67%, ELA Learning Gains will increase from 55% to 60%, and ELA Learning Gains of the lowest 25% will increase from 41% to 46%.

G5.   The percent of students achieving level 3 or higher on the FSA Algebra 1, Algebra 2 and Geometry will increase from 43% to 53%, math learning gains will increase from 26% to 45%, and math learning gains of the lowest 25% will increase from 18% to 45%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The percent of students scoring at proficiency (level 3) or higher on the NGSS End-of-Course US History Assessment will increase from 65% to 75% `1a`

🔍 G087173

Targets Supported `1b`

Indicator	Annual Target
U.S. History EOC Pass	75.0
4-Year Grad Rate (Standard Diploma)	
CELLA Reading Proficiency	

Targeted Barriers to Achieving the Goal `3`

- ELL Student Proficiency

- Maintaining consistent review of data results and instructional implications.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Study Guides

- District wide Scope and Sequence

- District wide Unit Scales

- DBQ binder; "Mini Q's"

- CPALMS

- Progress Monitors (Formerly BMs)

- Having "Data Chats" with our students

- Common Formative Assessments

- Quick Progress Checks

- ELL Strategies

Plan to Monitor Progress Toward G1. `8`

Progress Monitoring will be a clear indicator to determine if ELL strategies are making a positive impact on ELL student learning.

Person Responsible
Virginia Skinner

Schedule
Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion
Progress Monitoring reports will indicate how students are doing and correlate it to the identified strategies being used.

G2. The Grad Rate will increase to 93% 1a

🔑 G087174

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	93.0

Targeted Barriers to Achieving the Goal 3

- Low levels of student engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Counselors updating Students of Potential (SOP) database.

- Professional Development on SOP database.

- Communication of individual student needs (reiterating SOP data/concerns) to teachers, parents, students, and administration.

- Two Minute Intervention (2MI)/Mentor/ e2020/18 credit options

- Academic Support Sessions

- Credit Recovery - afterschool

- Differentiated Instruction

- Use of Technology

- ACE

Plan to Monitor Progress Toward G2. 8

iobservation

Person Responsible
Al Fabrizio

Schedule
Weekly, from 9/16/2016 to 5/19/2017

Evidence of Completion
Evidence of teacher growth in iobservation.

G3. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 70% to 77% 1a

🔍 G087175

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	77.0

Targeted Barriers to Achieving the Goal 3

- Gaps in academic vocabulary

- Maintaining consistent review of data results and instructional implications.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Biology EOC preparatory workbooks

- CPALMS

- County Writes initiative

Plan to Monitor Progress Toward G3. 8

Student data through pre/post assessments and formative assessments

Person Responsible
Virginia Skinner

Schedule
Weekly, from 9/12/2016 to 5/19/2017

Evidence of Completion
Students increase test scores and level of understanding in class as determined by learning scales.

Plan to Monitor Progress Toward G3. 8

Biology EOC proficiency score level 3 or higher

Person Responsible
Kristin Carbone

Schedule
Semiannually, from 8/15/2016 to 5/30/2017

Evidence of Completion
Statistics given by state over summer

G4. The percent of students achieving level 3 or higher on the FSA English Language Arts for grades 9 and 10 will increase from 62% to 67%, ELA Learning Gains will increase from 55% to 60%, and ELA Learning Gains of the lowest 25% will increase from 41% to 46%. `1a`

🔑 G087176

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	46.0
ELA/Reading Gains	60.0
FSA ELA Achievement	67.0
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

Targeted Barriers to Achieving the Goal `3`

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida State Standards and Florida State Assessments

- Maintaining consistent review of data results based on essential standards and instructional implications.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Teachers will be working in collaborative teams to assess current reality and use it to determine standards based essential learnings and strategies to achieve the success of those essential learnings per course and grade level.

- Collaborative teams create common formative and summative assessments, which are used to drive instruction to meet the needs of the students.

- Differentiated instruction professional development for new teachers and those who need it.

- Literacy is one of the focus areas this year. Professional development will be infused into the collaborative teams with a focus on literacy strategies to use in all content areas. Literacy coach and Professional Development Team Leader will support the implementation of those strategies and be involved in cross curricula team planning.

- School wide wifi, Bring Your Own Device opportunities for student and teachers

Plan to Monitor Progress Toward G4. 8

Progress Monitoring will be a clear indicator to determine if pacing guideline is being adhered to

Person Responsible
Shannon Arczynski

Schedule
Quarterly, from 9/9/2016 to 5/19/2017

Evidence of Completion
Progress Monitoring reports with both formative and summative assessments will indicate the
effectiveness of data collaborative meetings and data driven instruction

Plan to Monitor Progress Toward G4. 8

Teachers will keep a binder with artifacts.

Person Responsible
Shannon Arczynski

Schedule
Quarterly, from 9/6/2016 to 5/19/2017

Evidence of Completion
Student samples, Data results, Calendar for intervention, Resources for Differentiated Instruction.

G5. The percent of students achieving level 3 or higher on the FSA Algebra 1, Algebra 2 and Geometry will increase from 43% to 53%, math learning gains will increase from 26% to 45%, and math learning gains of the lowest 25% will increase from 18% to 45%. 1a

🔑 G087177

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
Geometry EOC Pass Rate	
Algebra I EOC Pass Rate	
Math Gains	53.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards and application of the eight mathematical practices.

- Maintaining consistent review of data results and instructional implications.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The collaborative team will create summative and formative common assessments in order to gather evidence of student learning, which will help identify students who need interventions and/or enrichment.

- Algebra 1 and Geometry collaborative teams will focus on reasoning strategies to ensure students are engaged in learning as they learn essential decoding knowledge and skills that will lead to better results on the EOC. The established reasoning literacy committee will support the implementation of those strategies and be involved in team planning.

- District committee effort to establish learning goals and scales for mathematics using the new math FSA standards.

- Teachers serve in a collaborative team working together assessing their current reality, building and implementing best practices, and defining standards based essential learning and strategies to achieve their measureable improvement foals and meet the needs of their students.

- School wide wifi, Bring Your Own Device opportunities for student and teachers

- Math Nation

- Math Coach

Plan to Monitor Progress Toward G5. `8`

Progress will be monitored through student data for summative and formative common assessments
created by the math collaborative teams.

Person Responsible
Al Fabrizio

Schedule
Monthly, from 9/6/2016 to 5/19/2017

Evidence of Completion
Data from summative and formative assessments; EOC data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. The percent of students scoring at proficiency (level 3) or higher on the NGSS End-of-Course US History Assessment will increase from 65% to 75% 1

🔑 G087173

G1.B1 ELL Student Proficiency 2

🔑 B231746

G1.B1.S1 Increased training and use of ELL/EAG strategies and best practices. 4

🔑 S244508

Strategy Rationale

Due to the evident needs of our students, providing these ELL/EAG strategies will benefit the targeted audience as well as the entire class.

Action Step 1 5

Have ELL teacher/professional provide research based ELL strategies

Person Responsible

Charles Santos

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Copy of strategies and student work that reflects the use of strategies

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Though FA's and CFA's, will yield whether ELL target groups are mastering w/ELL interventions

Person Responsible

Charles Santos

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Data collected from the Collaborative Team

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

ELL strategies with the greatest impact with be consistently used; data collection will determine effectiveness

Person Responsible

Charles Santos

Schedule

Weekly, from 9/19/2016 to 5/19/2017

Evidence of Completion

CT notes, Data spreadsheets, student reflections

G1.B2 Maintaining consistent review of data results and instructional implications. [2]

🔑 B231747

G1.B2.S1 Maintaining consistent review of data results and instructional implications. [4]

🔑 S244509

Strategy Rationale

PLC cycle with response to Quick Progress Checks and Common Formative Assessments.

Action Step 1 [5]

Collaborative teams will continue to develop common formative assessments, analyze data and respond to individual student needs

Person Responsible

Charles Santos

Schedule

Weekly, from 8/16/2016 to 5/19/2017

Evidence of Completion

Results on Common Formative Assessment

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Collect CT notebooks and review data

Person Responsible

Al Fabrizio

Schedule

On 5/19/2017

Evidence of Completion

Student word, data sheets, and feedback will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Results on EOC

Person Responsible

Al Fabrizio

Schedule

Semiannually, from 9/16/2016 to 5/19/2017

Evidence of Completion

Data

G2. The Grad Rate will increase to 93% [1]

🔍 G087174

G2.B4 Low levels of student engagement. [2]

🔍 B231751

G2.B4.S1 Utilize high impact/high effect strategies researched and described by Hattie and Marazano and others. [4]

🔍 S244510

Strategy Rationale

As a result of targeting high impact and high effect strategies though professional development there will be a significant increase in student performance resulting in a higher graduation rate.

Action Step 1 [5]

On-going training for teachers on the high effect strategies (PLC conference, Hattie Conference)

Person Responsible

Al Fabrizio

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Student's response to learning opportunities

Action Step 2 [5]

Academic Support Sessions for struggling students will be offered

Person Responsible

Virginia Skinner

Schedule

Quarterly, from 9/16/2016 to 5/19/2017

Evidence of Completion

Attendance sheets

Action Step 3 `5`

Teachers will attend the PLC Institute

Person Responsible

Al Fabrizio

Schedule

On 7/3/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 `6`

Collaborative teams to discuss implementation of best practices.

Person Responsible

Laura Holling

Schedule

Weekly, from 9/16/2016 to 5/19/2017

Evidence of Completion

Meeting agendas and notes

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Classroom observations

Person Responsible

Al Fabrizio

Schedule

Weekly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Evidence of engaged learners during classroom observations and lesson plans.

G2.B4.S2 Utilize Kagan Structures. Professional Development offered by district. 4

S244511

Strategy Rationale

Without changing what is taught, the Kagan Structures transform how content is taught. This change in approach to instruction results in transformative positive educational outcomes.

Action Step 1 5

Teacher will implement Kagan Structures into their instruction.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Presentations, Attendance Logs, notes

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Collaborative Teams to discuss implementation of best practices.

Person Responsible

Al Fabrizio

Schedule

Semiannually, from 9/19/2016 to 4/14/2017

Evidence of Completion

Meeting agendas and notes.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Classroom observations

Person Responsible

Al Fabrizio

Schedule

Weekly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Evidence of engaged learners during classroom observations and lesson plans.

G3. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 70% to 77% [1]

🔑 G087175

G3.B2 Maintaining consistent review of data results and instructional implications. [2]

🔑 B231753

G3.B2.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling. [4]

🔑 S244514

Strategy Rationale

Reviewing student data will guide instruction and help assist those students who are struggling to meet the learning goals.

Action Step 1 [5]

Hold collaborative team meetings; review pre- and post- assessments data.

Person Responsible

Virginia Skinner

Schedule

Weekly, from 8/16/2016 to 5/19/2017

Evidence of Completion

Collaborative team meeting minutes; progress monitoring checklists.

Action Step 2 [5]

Utilize evidence based preparation materials to ready students for Biology EOC.

Person Responsible

Virginia Skinner

Schedule

Weekly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Lesson plans; Progress monitoring data; AMO results

Action Step 3 `5`

Access to Data - FOCUS

Person Responsible

Kristin Carbone

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Observation, print out of data screen

Action Step 4 `5`

Implementation of targeted review sessions as identified by Common Formative Assessments

Person Responsible

Virginia Skinner

Schedule

Quarterly, from 8/16/2016 to 5/19/2017

Evidence of Completion

Attendance sheets for review sessions; lesson plans

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Minutes from collaborative team meetings will be looked at. Administrators will sit in with each team throughout the year to listen to discussion.

Person Responsible

Virginia Skinner

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Feedback; minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Needs based PD for collaborative teams focusing on essential skills

Person Responsible

Virginia Skinner

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

PD attendance

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Access to biology statistics/progress monitoring data.

Person Responsible

Kristin Carbone

Schedule

Semiannually, from 9/21/2015 to 5/31/2016

Evidence of Completion

observation, print out of data screen

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Student evidence of the level of the strategy's effectiveness should be evident according to the Marzano Framework.

Person Responsible

Al Fabrizio

Schedule

Semiannually, from 8/22/2016 to 5/19/2017

Evidence of Completion

Students increase test scores and level of understanding in class as determined by learning scales.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Access to Biology EOC data- Passing rates at year's end. Also a check in after biology progress monitors.

Person Responsible

Kristin Carbone

Schedule

Semiannually, from 8/15/2016 to 5/19/2017

Evidence of Completion

Print out of data screen

G4. The percent of students achieving level 3 or higher on the FSA English Language Arts for grades 9 and 10 will increase from 62% to 67%, ELA Learning Gains will increase from 55% to 60%, and ELA Learning Gains of the lowest 25% will increase from 41% to 46%. `1`

🔍 G087176

G4.B1 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida State Standards and Florida State Assessments `2`

🔍 B231755

G4.B1.S1 Implementing professional development on the Florida State Assessment and differentiated instruction and flexible grouping. Monitor and observe scheduled differentiated instruction strategies that will increase students' awareness of what they are learning. Implement and monitor Writing Across the Curriculum in all classes and implement Close Reading; Implement Text-based Reading and Writing strategies. `4`

🔍 S244516

Strategy Rationale

Teachers are familiar with analyzing data; however our goal is to bridge the "knowing and doing" gap and support teachers. Additionally, the Florida State Standards place a large emphasis on text dependent writing. Since the writing portion of the FSA is now part of a students' graduation requirement, there will need to be a larger focus on text-dependent writing. The Writing Across the Curriculum program will focus on text-dependent writing to support and enhance students' writing.

Action Step 1 `5`

Writing Across the Curriculum

Person Responsible

Shannon Arczynski

Schedule

Weekly, from 9/6/2016 to 5/19/2017

Evidence of Completion

Administration will monitor teacher and student work products through the collaborative team process.

Action Step 2 `5`

International Reading Conference

Person Responsible

Shannon Arczynski

Schedule

On 9/19/2016

Evidence of Completion

Two teachers will attend the conference and present their findings to the 9th and 10th grade ELA team

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Teachers will incorporate a variety of researched-based writing strategies in their instruction. Through the collaborative teams, teachers will submit student samples to their collaborative team leader. Student samples will be used as formative assessments to drive instruction. Collaborative teams will review writing and assess current realities and future steps to take.

Person Responsible

Shannon Arczynski

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Student samples, instructional calendar.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

By providing opportunities for students to write weekly in every class, students will become more familiar with text-dependent writing. All teachers will be trained on how to effectively grade writing based on the FSA rubric.

Person Responsible

Virginia Skinner

Schedule

Weekly, from 9/6/2016 to 5/19/2017

Evidence of Completion

Students samples, lesson plans, instructional calendar

G4.B3 Maintaining consistent review of data results based on essential standards and instructional implications. [2]

🔑 B231757

G4.B3.S1 Consistent review of data and instructional implications are essential for students to grow academically and emotionally. [4]

🔑 S244517

Strategy Rationale

Consistently analyzing data, making data based decisions, and implementing instruction continues to be an on-going challenge. Therefore, a timeline will be created to continue to analyze both formative and summative data with teachers and plan and implement data driven instruction to strengthen students' academic and emotionally growth.

Action Step 1 [5]

Creating a "Progress Monitoring Timeline"; School wide

Person Responsible

Shannon Arczynski

Schedule

Every 2 Months, from 9/6/2016 to 5/19/2017

Evidence of Completion

A Copy of the "Data and Instructional Based Progress Monitoring Timeline"; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.

Action Step 2 [5]

Host a TIGERFEST event for 9th - 10th grade students to attend.

Person Responsible

Virginia Skinner

Schedule

On 4/15/2017

Evidence of Completion

Student responses

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

Creating a "Data and Instructional Based Progress Monitoring Timeline"; MCHS

Person Responsible

Shannon Arczynski

Schedule

Biweekly, from 9/6/2016 to 5/19/2017

Evidence of Completion

A Copy of the "Data and Instructional Based Progress Monitoring Timeline"

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

School Wide Training on Data Driven Differentiated Instruction, Data and Instructional Based Progress Monitoring Timeline/Weekly Collaborative Groups, BiWeekly Meetings

Person Responsible

Shannon Arczynski

Schedule

Biweekly, from 9/9/2016 to 5/19/2017

Evidence of Completion

Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans

G5. The percent of students achieving level 3 or higher on the FSA Algebra 1, Algebra 2 and Geometry will increase from 43% to 53%, math learning gains will increase from 26% to 45%, and math learning gains of the lowest 25% will increase from 18% to 45%. `1`

🔑 G087177

G5.B2 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards and application of the eight mathematical practices. `2`

🔑 B231761

G5.B2.S1 Creating common language through the math department for consistency through levels. `4`

🔑 S244518

Strategy Rationale

The training of mathematical practices will provide math teachers with examples and strategies of how these chosen focus practices are implemented in the classroom and how they look within instruction.

Action Step 1 `5`

Provide math department teachers with professional development on mathematical practices and bring in a math trainer. These professional development sessions will provide teachers with examples of what these practices look like in the classroom, strategies to implementing these practices, and sample lesson plans that incorporate these 2 practices. Addition will be placed on addressing the needs of our ELL students.

Person Responsible

Al Fabrizio

Schedule

Every 6 Weeks, from 9/16/2016 to 5/19/2017

Evidence of Completion

Minutes from planning meetings,

Plan to Monitor Fidelity of Implementation of G5.B2.S1 `6`

Math teachers will sign up through ERO to attend this PD session; teachers will include these practices in their lesson plans after the training.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 9/6/2016 to 5/19/2017

Evidence of Completion

Training rosters, lesson plans, teacher evaluations

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Administrators will check through lesson plans for strategies and look for these practices in informal walk throughs. Math Team Leaders will review training evaluations for additional PD that may or may not be needed.

Person Responsible

Al Fabrizio

Schedule

Monthly, from 9/6/2016 to 5/19/2017

Evidence of Completion

Training evaluations; surveys to the math department to check on addition possible PD or meetings for support or addition information; lesson plans; student summative or formative assessment data; math collaborative team minutes

G5.B3 Maintaining consistent review of data results and instructional implications. [2]

🔑 B231762

G5.B3.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling. [4]

🔑 S244519

Strategy Rationale

Reviewing student data will guide instruction and help assist those students who are struggling to meet the learning goals.

Action Step 1 [5]

Hold collaborative team meetings; review pre- and post- assessments data

Person Responsible

Al Fabrizio

Schedule

Weekly, from 8/16/2016 to 5/19/2017

Evidence of Completion

Training rosters; collaborative team meeting minutes; progress monitoring checklists.

Action Step 2 [5]

Teachers will attend a PLC Math Conference

Person Responsible

Al Fabrizio

Schedule

Evidence of Completion

Notes, reflections, information to share with faculty

Action Step 3 5

Teacher will attend a Formative Assessment Conference

> **Person Responsible**
>
> Al Fabrizio
>
> **Schedule**
>
> *Evidence of Completion*
>
> Notes, resources, product

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Minutes from collaborative team meetings will be looked at. Administrators will sit in with each team throughout the year to listen to discussion.

> **Person Responsible**
>
> Laura Holling
>
> **Schedule**
>
> Weekly, from 9/6/2016 to 5/19/2017
>
> *Evidence of Completion*
>
> Training rosters; feedback; minutes

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Student evidence of the level of the strategy's effectiveness should be evident according to the Marzano Framework

> **Person Responsible**
>
> Al Fabrizio
>
> **Schedule**
>
> Weekly, from 9/19/2016 to 4/14/2017
>
> *Evidence of Completion*
>
> Data from summative and formative assessments; EOC data

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Student data through pre/post assessments and formative assessments

Person Responsible

Al Fabrizio

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Students increase test scores, progress monitors and level of understanding in class as determined by learning scales.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G5.B3.S1.A2 A316614	Teachers will attend a PLC Math Conference	Fabrizio, Al	12/1/2016	Notes, reflections, information to share with faculty	No End Date one-time
G5.B3.S1.A3 A316615	Teacher will attend a Formative Assessment Conference	Fabrizio, Al	2/17/2017	Notes, resources, product	No End Date one-time
G3.B2.S1.MA4 M328741	Access to biology statistics/progress monitoring...	Carbone, Kristin	9/21/2015	observation, print out of data screen	5/31/2016 semiannually
G4.B1.S1.A2 A316609	International Reading Conference	Arczynski, Shannon	9/19/2016	Two teachers will attend the conference and present their findings to the 9th and 10th grade ELA team	9/19/2016 one-time
G5.B3.S1.MA1 M328752	Student evidence of the level of the strategy's effectiveness should be evident according to the...	Fabrizio, Al	9/19/2016	Data from summative and formative assessments; EOC data	4/14/2017 weekly
G2.B4.S2.MA1 M328735	Collaborative Teams to discuss implementation of best practices.	Fabrizio, Al	9/19/2016	Meeting agendas and notes.	4/14/2017 semiannually
G4.B3.S1.A2 A316611	Host a TIGERFEST event for 9th - 10th grade students to attend.	Skinner, Virginia	4/15/2017	Student responses	4/15/2017 one-time
G1.MA1 M328731	Progress Monitoring will be a clear indicator to determine if ELL strategies are making a positive...	Skinner, Virginia	9/19/2016	Progress Monitoring reports will indicate how students are doing and correlate it to the identified strategies being used.	5/19/2017 quarterly
G2.MA1 M328736	iobservation	Fabrizio, Al	9/16/2016	Evidence of teacher growth in iobservation.	5/19/2017 weekly
G3.MA1 M328742	Student data through pre/post assessments and formative assessments	Skinner, Virginia	9/12/2016	Students increase test scores and level of understanding in class as determined by learning scales.	5/19/2017 weekly
G4.MA1 M328748	Progress Monitoring will be a clear indicator to determine if pacing guideline is being adhered...	Arczynski, Shannon	9/9/2016	Progress Monitoring reports with both formative and summative assessments will indicate the effectiveness of data collaborative meetings and data driven instruction	5/19/2017 quarterly
G4.MA2 M328749	Teachers will keep a binder with...	Arczynski, Shannon	9/6/2016	Student samples, Data results, Calendar for intervention, Resources for Differentiated Instruction.	5/19/2017 quarterly
G5.MA1 M328755	Progress will be monitored through student data for summative and formative common assessments...	Fabrizio, Al	9/6/2016	Data from summative and formative assessments; EOC data	5/19/2017 monthly
G1.B1.S1.MA1 M328727	ELL strategies with the greatest impact with be consistently used; data collection will determine...	Santos, Charles	9/19/2016	CT notes, Data spreadsheets, student reflections	5/19/2017 weekly
G1.B1.S1.MA1 M328728	Though FA's and CFA's, will yield whether ELL target groups are mastering w/ELL interventions	Santos, Charles	9/19/2016	Data collected from the Collaborative Team	5/19/2017 quarterly
G1.B1.S1.A1 A316598	Have ELL teacher/professional provide research based ELL strategies	Santos, Charles	9/19/2016	Copy of strategies and student work that reflects the use of strategies	5/19/2017 quarterly
G1.B2.S1.MA1 M328729	Results on EOC	Fabrizio, Al	9/16/2016	Data	5/19/2017 semiannually
G1.B2.S1.MA1 M328730	Collect CT notebooks and review data	Fabrizio, Al	8/26/2016	Student word, data sheets, and feedback will serve as evidence.	5/19/2017 one-time
G1.B2.S1.A1 A316599	Collaborative teams will continue to develop common formative	Santos, Charles	8/16/2016	Results on Common Formative Assessment	5/19/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	assessments, analyze data and respond...				
G2.B4.S1.MA1 M328732	Classroom observations	Fabrizio, Al	9/19/2016	Evidence of engaged learners during classroom observations and lesson plans.	5/19/2017 weekly
G2.B4.S1.MA1 M328733	Collaborative teams to discuss implementation of best practices.	Holling, Laura	9/16/2016	Meeting agendas and notes	5/19/2017 weekly
G2.B4.S1.A1 A316600	On-going training for teachers on the high effect strategies (PLC conference, Hattie Conference)	Fabrizio, Al	9/19/2016	Student's response to learning opportunities	5/19/2017 monthly
G2.B4.S1.A2 A316601	Academic Support Sessions for struggling students will be offered	Skinner, Virginia	9/16/2016	Attendance sheets	5/19/2017 quarterly
G3.B2.S1.MA1 M328737	Student evidence of the level of the strategy's effectiveness should be evident according to the...	Fabrizio, Al	8/22/2016	Students increase test scores and level of understanding in class as determined by learning scales.	5/19/2017 semiannually
G3.B2.S1.MA5 M328738	Access to Biology EOC data- Passing rates at year's end. Also a check in after biology progress...	Carbone, Kristin	8/15/2016	Print out of data screen	5/19/2017 semiannually
G3.B2.S1.MA1 M328739	Minutes from collaborative team meetings will be looked at. Administrators will sit in with each...	Skinner, Virginia	8/22/2016	Feedback; minutes	5/19/2017 monthly
G3.B2.S1.MA3 M328740	Needs based PD for collaborative teams focusing on essential skills	Skinner, Virginia	9/19/2016	PD attendance	5/19/2017 monthly
G3.B2.S1.A1 A316604	Hold collaborative team meetings; review pre- and post- assessments data.	Skinner, Virginia	8/16/2016	Collaborative team meeting minutes; progress monitoring checklists.	5/19/2017 weekly
G3.B2.S1.A2 A316605	Utilize evidence based preparation materials to ready students for Biology EOC.	Skinner, Virginia	9/12/2016	Lesson plans; Progress monitoring data; AMO results	5/19/2017 weekly
G3.B2.S1.A3 A316606	Access to Data - FOCUS	Carbone, Kristin	9/19/2016	Observation, print out of data screen	5/19/2017 monthly
G3.B2.S1.A4 A316607	Implementation of targeted review sessions as identified by Common Formative Assessments	Skinner, Virginia	8/16/2016	Attendance sheets for review sessions; lesson plans	5/19/2017 quarterly
G4.B1.S1.MA1 M328744	By providing opportunities for students to write weekly in every class, students will become more...	Skinner, Virginia	9/6/2016	Students samples, lesson plans, instructional calendar	5/19/2017 weekly
G4.B1.S1.MA1 M328745	Teachers will incorporate a variety of researched-based writing strategies in their instruction....	Arczynski, Shannon	9/19/2016	Student samples, instructional calendar.	5/19/2017 quarterly
G4.B1.S1.A1 A316608	Writing Across the Curriculum	Arczynski, Shannon	9/6/2016	Administration will monitor teacher and student work products through the collaborative team process.	5/19/2017 weekly
G4.B3.S1.MA1 M328746	School Wide Training on Data Driven Differentiated Instruction, Data and Instructional Based...	Arczynski, Shannon	9/9/2016	Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans	5/19/2017 biweekly
G4.B3.S1.MA1 M328747	Creating a "Data and Instructional Based Progress Monitoring Timeline"; MCHS	Arczynski, Shannon	9/6/2016	A Copy of the "Data and Instructional Based Progress Monitoring Timeline"	5/19/2017 biweekly
G4.B3.S1.A1 A316610	Creating a "Progress Monitoring Timeline"; School wide	Arczynski, Shannon	9/6/2016	A Copy of the "Data and Instructional Based Progress Monitoring Timeline"; Progress checks with PLCs: Checking how Common Formative Assessments are administered, data collected, and how data is being used.	5/19/2017 every-2-months
G5.B2.S1.MA1 M328750	Administrators will check through lesson plans for strategies and look for these practices in...	Fabrizio, Al	9/6/2016	Training evaluations; surveys to the math department to check on addition possible PD or meetings for support or	5/19/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				addition information; lesson plans; student summative or formative assessment data; math collaborative team minutes	
G5.B2.S1.MA1 🔍 M328751	Math teachers will sign up through ERO to attend this PD session; teachers will include these...	Fabrizio, Al	9/6/2016	Training rosters, lesson plans, teacher evaluations	5/19/2017 monthly
G5.B2.S1.A1 🔍 A316612	Provide math department teachers with professional development on mathematical practices and bring...	Fabrizio, Al	9/16/2016	Minutes from planning meetings,	5/19/2017 every-6-weeks
G5.B3.S1.MA3 🔍 M328753	Student data through pre/post assessments and formative assessments	Fabrizio, Al	9/19/2016	Students increase test scores, progress monitors and level of understanding in class as determined by learning scales.	5/19/2017 monthly
G5.B3.S1.MA1 🔍 M328754	Minutes from collaborative team meetings will be looked at. Administrators will sit in with each...	Holling, Laura	9/6/2016	Training rosters; feedback; minutes	5/19/2017 weekly
G5.B3.S1.A1 🔍 A316613	Hold collaborative team meetings; review pre- and post- assessments data	Fabrizio, Al	8/16/2016	Training rosters; collaborative team meeting minutes; progress monitoring checklists.	5/19/2017 weekly
G2.B4.S2.MA1 🔍 M328734	Classroom observations	Fabrizio, Al	9/19/2016	Evidence of engaged learners during classroom observations and lesson plans.	5/19/2017 weekly
G2.B4.S2.A1 🔍 A316603	Teacher will implement Kagan Structures into their instruction.	Fabrizio, Al	8/15/2016	Presentations, Attendance Logs, notes	5/19/2017 monthly
G3.MA2 🔍 M328743	Biology EOC proficiency score level 3 or...	Carbone, Kristin	8/15/2016	Statistics given by state over summer	5/30/2017 semiannually
G2.B4.S1.A3 🔍 A316602	Teachers will attend the PLC Institute	Fabrizio, Al	7/3/2017		7/3/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. The Grad Rate will increase to 93%

G2.B4 Low levels of student engagement.

G2.B4.S1 Utilize high impact/high effect strategies researched and described by Hattie and Marazano and others.

PD Opportunity 1

On-going training for teachers on the high effect strategies (PLC conference, Hattie Conference)

Facilitator

Administrators and teachers

Participants

all teachers

Schedule

Monthly, from 9/19/2016 to 5/19/2017

PD Opportunity 2

Teachers will attend the PLC Institute

Facilitator

Solution Tree

Participants

4 Teachers

Schedule

On 7/3/2017

G2.B4.S2 Utilize Kagan Structures. Professional Development offered by district.

PD Opportunity 1

Teacher will implement Kagan Structures into their instruction.

Facilitator

Mr. Orozco, Mrs. McCaughey, Mrs. Carbone and other trained staff

Participants

teachers

Schedule

Monthly, from 8/15/2016 to 5/19/2017

G3. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 70% to 77%

G3.B2 Maintaining consistent review of data results and instructional implications.

G3.B2.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling.

PD Opportunity 1

Access to Data - FOCUS

Facilitator

Lori McCaughey

Participants

All teachers

Schedule

Monthly, from 9/19/2016 to 5/19/2017

G4. The percent of students achieving level 3 or higher on the FSA English Language Arts for grades 9 and 10 will increase from 62% to 67%, ELA Learning Gains will increase from 55% to 60%, and ELA Learning Gains of the lowest 25% will increase from 41% to 46%.

G4.B1 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida State Standards and Florida State Assessments

G4.B1.S1 Implementing professional development on the Florida State Assessment and differentiated instruction and flexible grouping. Monitor and observe scheduled differentiated instruction strategies that will increase students' awareness of what they are learning. Implement and monitor Writing Across the Curriculum in all classes and implement Close Reading; Implement Text-based Reading and Writing strategies.

PD Opportunity 1

Writing Across the Curriculum

Facilitator

The Literacy Team

Participants

All teachers

Schedule

Weekly, from 9/6/2016 to 5/19/2017

PD Opportunity 2

International Reading Conference

Facilitator

International Reading Association

Participants

S. Arczynski

Schedule

On 9/19/2016

G5. The percent of students achieving level 3 or higher on the FSA Algebra 1, Algebra 2 and Geometry will increase from 43% to 53%, math learning gains will increase from 26% to 45%, and math learning gains of the lowest 25% will increase from 18% to 45%.

G5.B2 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards and application of the eight mathematical practices.

G5.B2.S1 Creating common language through the math department for consistency through levels.

PD Opportunity 1

Provide math department teachers with professional development on mathematical practices and bring in a math trainer. These professional development sessions will provide teachers with examples of what these practices look like in the classroom, strategies to implementing these practices, and sample lesson plans that incorporate these 2 practices. Addition will be placed on addressing the needs of our ELL students.

Facilitator

Math Team Leaders, math coach

Participants

Math teachers

Schedule

Every 6 Weeks, from 9/16/2016 to 5/19/2017

G5.B3 Maintaining consistent review of data results and instructional implications.

G5.B3.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling.

PD Opportunity 1

Teachers will attend a PLC Math Conference

Facilitator

Solution Tree

Participants

Teachers

Schedule

PD Opportunity 2

Teacher will attend a Formative Assessment Conference

Facilitator

TBD

Participants

Teacher

Schedule

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Have ELL teacher/professional provide research based ELL strategies				$1,062.20
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Martin County High School	School Improvement Funds		$1,062.20
			Notes: National conference on closing the achievement gap for Latino Students to identify strategies to meet all the needs of Hispanic 560 students.			
2	G1.B2.S1.A1	**Collaborative teams will continue to develop common formative assessments, analyze data and respond to individual student needs**				**$0.00**
3	G2.B4.S1.A1	**On-going training for teachers on the high effect strategies (PLC conference, Hattie Conference)**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Martin County High School			$0.00
			Notes: Conference travel fees.			
4	G2.B4.S1.A2	**Academic Support Sessions for struggling students will be offered**				**$0.00**
5	G2.B4.S1.A3	**Teachers will attend the PLC Institute**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0031 - Martin County High School	School Improvement Funds		$5,000.00
6	G2.B4.S2.A1	**Teacher will implement Kagan Structures into their instruction.**				**$0.00**
7	G3.B2.S1.A1	**Hold collaborative team meetings; review pre- and post- assessments data.**				**$0.00**
8	G3.B2.S1.A2	**Utilize evidence based preparation materials to ready students for Biology EOC.**				**$0.00**
9	G3.B2.S1.A3	**Access to Data - FOCUS**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide			$0.00
			Notes: No Cost			
10	G3.B2.S1.A4	**Implementation of targeted review sessions as identified by Common Formative Assessments**				**$0.00**
11	G4.B1.S1.A1	**Writing Across the Curriculum**				**$500.00**

		Function	Object	Budget Focus	Funding Source	FTE	2016-17
				District-Wide	School Improvement Funds		$500.00
				Notes: Substitutes for planning purposes.			
12	G4.B1.S1.A2	**International Reading Conference**					**$0.00**
13	G4.B3.S1.A1	**Creating a "Progress Monitoring Timeline"; School wide**					**$0.00**
14	G4.B3.S1.A2	**Host a TIGERFEST event for 9th - 10th grade students to attend.**					**$1,000.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
				0031 - Martin County High School	School Improvement Funds		$1,000.00
15	G5.B2.S1.A1	**Provide math department teachers with professional development on mathematical practices and bring in a math trainer. These professional development sessions will provide teachers with examples of what these practices look like in the classroom, strategies to implementing these practices, and sample lesson plans that incorporate these 2 practices. Addition will be placed on addressing the needs of our ELL students.**					**$3,000.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
				0031 - Martin County High School	School Improvement Funds		$3,000.00
				Notes: Solution Tree PLC workshop for teaching and assessing math.			
16	G5.B3.S1.A1	**Hold collaborative team meetings; review pre- and post- assessments data**					**$0.00**
17	G5.B3.S1.A2	**Teachers will attend a PLC Math Conference**					**$5,000.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
				0031 - Martin County High School	School Improvement Funds		$5,000.00
18	G5.B3.S1.A3	**Teacher will attend a Formative Assessment Conference**					**$1,000.00**
		Function	Object	Budget Focus	Funding Source	FTE	2016-17
				0031 - Martin County High School	School Improvement Funds		$1,000.00
						Total:	**$16,562.20**