

Flagler Schools

Matanzas High School



2017-18 Schoolwide Improvement Plan

Matanzas High School

3535 PIRATE NATION WAY, Palm Coast, FL 32137

www.flaglerschools.com

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">59%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">36%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

**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 is pending approval by the Flagler County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Matanzas High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

By providing a challenging and meaningful education, Matanzas High School prepares all students for success and empowers them to lead lives of significance.

b. Provide the school's vision statement.

Matanzas will become a premier high school by inspiring all students to be college, career, and life ready.

2. School Environment

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

At the beginning of the school year, all staff are reminded of the expectation to establish relationships with students. Our administrative team and department heads encourage our staff to communicate consistently with students and families throughout the academic year. Students meet with their guidance counselor and graduation coach and have an opportunity to share their needs and desires, so that our school can help them achieve their academic, personal and professional goals. Teachers are encouraged to provide authentic learning opportunities for all students based on their interests and cultures. Our instructional evaluation system includes a component where teachers are required to learn about their students' backgrounds and cultures and use that information to plan lessons relevant to students' lives. Peer mentoring, clubs and organizations on campus are additional tools to help faculty members and coaches learn about their students and their cultures while building relationships.

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

In our school and district policies, student safety comes first. Students are welcomed daily to a campus that promotes individual responsibility and student safety. The entrance gate and campus perimeter is monitored by our full-time security guards.

Teachers monitor hallways during class changes. Administrators and support staff are assigned common areas before school, during lunch, and after school to monitor for student safety. This allows students the opportunity to interact and build relationships with teachers and administrators; this ensures helping students feel safe and respected in their school environment. Our campus safety plan includes auto-locking swing gates at the main entrance, a single entry door at the front of the campus, and speed bumps to all traffic areas of the campus.

Students are also required to carry a physical ID or have a "Key Ring" application on their cell phones to prove that they are a Matanzas High School student.

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.

Our progressive discipline policy is aligned with the district; behavioral infractions of the same type will see progressive levels of disciplinary action over time, as needed. We begin with parent contact, after school detention, multiple after school detentions, in-school suspension, then utilize out-of-school suspension as a last resort.

Annually, the deans inform our educators and scholars of any policy changes. The school deans provide assistance and input when a student behavior plans is implemented. Any teacher in need of professional development for classroom management is provided face-to-face or blended learning opportunities through our educational consortium. This provides consistency in teacher understanding and policy enforcement, especially for new teachers.

The school also utilizes Positive Behavior Support (PBS) to encourage and reward positive behaviors. Teachers can award students "Pirate Tokens," which are entered into a drawing for school spirit items and items donated by the community. Students will be able to collect their pirate tokens and combine them to hand in for a bigger prize on our Pirate Plinko Board. Teachers can also award students "fast passes," which allow the student to skip the lunch line.

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.

Our school has four guidance counselors, all of whom have an open door policy for students. Student attendance and discipline tracking is an additional layer of data for guidance staff to support the decision making process. In the event a student needs one-on-one counseling, the guidance counselor is the first level of intervention. In the event a student needs further assistance, the counselors are able to refer the student for additional services provided by our school psychologist, the district, state, and/or private practices.

Mentors provide our students with another positive adult role model. The African American Mentoring program, Women's Club, local business leaders and school district personnel serve as mentors. There are also informal mentoring programs in place through our student service clubs; they are sponsored by our local community service organizations: Lions, Rotary, and Kiwanis. Men in the Making will also provide opportunities for male students struggling with academics, behavior, and/or attendance. They will meet weekly with mentors and learn soft skills. Mentors will work with students to track student progress in academics and behavior. The Take Stock in Children Program is another mentoring opportunity for students who may be the first in their families to attend college.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Each day, our attendance clerk monitors and tracks student excused and unexcused absences. Once students accumulate five unexcused or ten total absences, a Student Study Team meeting is scheduled with the parents, student, and guidance counselor to create a plan to reduce student absences.

When necessary, our deans meet with guidance counselors, parents, students and teachers to create a behavior plan. The Positive Behavior Support System is used to discourage/decrease inappropriate behaviors and reduce student referrals. This is part of our MTSS tracking system. Our Tier III Program is utilized in special circumstances for in-school alternative placement, so that students have a small class environment with behavioral interventions and counseling as needed.

If a student scores a Level 1 in reading or math, the student is placed in an Intensive Reading and/or remedial math class with multiple levels of support. In addition, students who have failing grades are identified, and provided additional supports as needed.

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	84	84	112	114	394
One or more suspensions	0	0	0	0	0	0	0	0	0	59	51	25	29	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	93	40	52	60	245
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	55	67	45	35	202

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	0	0	0	0	0

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

The Multi-tiered System of Supports (MTSS) process will be started, if not already, for any student meeting the criteria for any category of the Early Warning System (attendance, Math, Reading, Behavior, etc.) During this time, the student, family and staff will meet to discuss a tracking system and offer support systems to ensure the success of the student. When student puts forth the effort and are supported by the teacher with appropriate interventions, student achievement will increase.

The following programs exist as support services:

- After school tutoring
- Peer tutoring
- Mentoring
- MTSS (Math, Reading, Behavior)
- Progress Monitoring
- Behavior Plans
- CINS-FINS (Children In Need of Services/Families in Need of Services)
- Full Inclusion for Standard Diploma students with disabilities
- Provide Support facilitation for students with disabilities
- Leveled Reading and Math Remediation
- PBS (Positive Behavioral Supports) System

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

At the beginning of each academic year, our school website invites all stakeholders (community members, parents, students, and staff) to our SAC meetings. In addition, we send out a message through School Messenger to all families to encourage their participation in school events, while emphasizing the SAC involvement each year.

Our school newsletter, The Hook, is sent out quarterly to families notifying them of upcoming events, student success stories and opportunities to join our various programs, designed to enhance community and parental involvement at MHS. The newsletter contains our school's mission, vision, and motto. Pirate Pride banners display our motto around campus, and many areas of the facility have the school mission and vision posted.

Curriculum night provides all parents and community members with an opportunity to meet faculty and staff. Families are invited through a robocall by our principal, morning announcements and website.

Mid-term progress reports are sent home with each student. Most students and parents have 24-hour access to Skyward, the online grade book. Parents and teachers are encouraged to request conferences through guidance in order to discuss the progress of the scholar if they have concerns. Teachers use Schoology as a learning platform. Teachers can post assignments, create quizzes and online discussions, and students can communicate online with their teacher.

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.

Our school has partnered with Vystar Credit Union and Chick-Fil-A to create training and leadership programs within our school. Students work for the Vystar branch office located inside our school. In addition, we have students participating in the Chick-fil-A leadership program, which strengthens student leadership skills and prepares students for college and careers.

We have ongoing partnerships with Take Stock in Children, and the local African American Mentoring Program for at-risk students. They provide mentoring and tutoring.

Our SAC committee provides connections with the local community. Members provide feedback and resources to the administrative team on methods to support and raise student achievement.

Our ESE students participate in community-based instruction with our partners, Winn-Dixie, Goodwill, and the Humane Society Thrift Store for community based instruction. Students are placed in career-oriented activities to enhance their life skills and involvement in the community.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Reaves, Jeff	Principal
Seybold, Kenny	Assistant Principal
Cronk, Cara	Assistant Principal
Kraverotis, Mandy	Instructional Coach
Novak, Sara	Dean
Schmidli, Shawn	Assistant Principal

b. Duties

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

Our district is organized by our Human Capital Management System. Mr. Jeff Reaves, principal, is the visionary who serves as the key instructional leader for the faculty and staff at Matanzas High School. Mr. Reaves aligns our mission, vision, motto, and goals based on data and expected outcomes. He encourages shared decision making by developing and empowering school leaders.

Mrs. Cara Cronk is the leader for Teaching and Learning, which includes professional learning, curriculum, instructional design and assessment practices. She regularly meets with the teacher support colleague, district curriculum specialists, and teachers to design professional learning activities that will enhance teacher effectiveness and student learning.

Mr. Ken Seybold is the leader for Student and Community Engagement. He supports activities and functions related to community and parental understanding, awareness and interactions with our school. Mr. Seybold also serves as the school liaison for the ESE department.

Mr. Shawn Schmidli is the leader for Assessments and Data Analysis. He serves as an instructional leader for social studies, science and Industry Certification programs .

Mrs. Mandy Kraverotis is the Teacher Support Colleague. She works closely with administration and is responsible for providing teachers with instructional support and professional learning.

Sara Novak is one of our Dean of Students and leads our Positive Behavior Intervention Support System.

Our administrative and teacher leadership teams have shared decision-making due to the leadership philosophy of Mr. Reaves. Input from teacher leaders is sought and considered when handling the tasks required to effectively run MHS. Our master schedule, budgeting, discipline guidelines, professional learning, planning, staffing plan, and technology plan is reviewed annually and we communicate amongst our team on the best decisions with student achievement as the focal point.

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 administrative team meets weekly to discuss the needs of students, plan for growth, train new leaders, develop the school budget to align finances with student achievement, and create professional learning opportunities for the staff. District personnel work closely with our leaders and

teachers to provide instructional support and curriculum-based resources. The main focus for the Matanzas administration team is student proficiency. The leaders at Matanzas High School place their efforts in developing highly effective professional educators who will provide students with the best education to prepare them for their future.

Each year, the school district provide allocations based on student enrollment fo our staffing plan. Data is used to determine course offerings. Our staffing plan is adjusted as necessary to provide students with the best instructional opportunities available. In instances where new staff positions are posted, we recruit and hire the best teachers possible, and mentor them, as they become staff members.

Guidance counselors track each student based upon graduation criteria and individual student needs. Each student has individual needs for coursework and proper placement is evaluated and addressed as needed. Our guidance department meets bi-weekly to discuss transitions, changes in legislation, targeted goals, and student progress. Matanzas High School has expanded its MTSS program to include a dedicated staff member who focuses on the program. MHS utilizes its EWS system to identify students who have academic and behavioral needs early in the school year to ensure that they are successful.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kim Keen	Teacher
Carue Davis	Teacher
Ann O'Mahoney	Parent
Rose Dwyer	Parent
Jearlyn Dennie	Parent
Jeff Reaves	Principal
Dawn Wease	Student
Mattie DeVoe	Business/Community
Stacy Anderson	Parent
Carla Spencer	Teacher
Arthur Trusov	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The plan was originated by the MHS School Improvement Team, which includes administration, faculty, and staff. It is presented to SAC members for review and feedback, especially as it relates to funding, technology implementation, and community collaboration. After the original document was edited, it was presented to the entire SAC team and the district school board designee for approval. We saw increases in our focus areas, but we didn't meet our target percentages. Last year's school

improvement plan was successful in identifying areas of weakness and concern, which provided a plan for success.

b. Development of this school improvement plan

The school improvement plan was developed utilizing data, current resources, and the staff in place at Matanzas. The team focused on the areas of student achievement and parent/community involvement. Multiple levels of teams were created to collaborate on the individual goals and resources necessary to raise student achievement. SAC representatives had input on areas of concern and methods for raising student achievement.

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

Our first priority was to discuss the annual budget to include dispersing mini grants for teachers and after school tutoring. The process for allocating SAI funds will be reviewed by the SAC members, which will include after-school tutoring for students in all core subjects. The tutors must be certified in the content area they wish to tutor, in order to be eligible for hiring.

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

Our funds were allocated towards after school tutoring and mini grants. Tutoring was provided twice a week with highly qualified teacher to serve as tutors. Transportation was also provided to students who attended tutoring. Our mini-grants were approved by a committee comprised of school, parent, and community members and were only approved if the grants were designed to directly impact student achievement. Examples are: Student Leadership Academies for AP and EOC test preparation, ESE student calculators and prime level books, Science Olympiad, Steel drum instruction and materials, ESE school store supplies, and robotics.

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
Cronk, Cara	Assistant Principal
Kraverotis, Mandy	Instructional Coach
Seybold, Kenny	Assistant Principal
Novak, Sara	Dean
Schmidli, Shawn	Assistant Principal

b. Duties

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

Based on significant instructional shifts in Florida Standards Assessments, our LLT will be the primary source for information and professional development. With both Reading and Writing undergoing a

paradigm shift towards informational text analysis, which then becomes higher order analysis when designing a response, students will benefit from a strategic shift in professional development of faculty members. From the beginning of the school year, Mandy Kraverotis, with the help from our AP Teachers, will be modeling and teaching her peers how to increase the overall writing skills and analysis of student writing and reading.

Grade level rubrics exist from the FSA in ELA, which will be used to evaluate student proficiency in writing throughout the year. Peer evaluation of student work will be an ongoing process through both department and PLC meetings. As the shift to writing in all subjects for both FSA and EOC's has occurred, teachers must be evaluating writing equally for students to be fairly assessed.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

All teachers at Matanzas High School have a 50-minute common planning time, where they are encouraged to plan together by content area and grade level. Professional Learning Communities (PLC) will continue this school year, where teams will continue to grow and develop. We also offer teachers time during the school day, should they need extended opportunities or uninterrupted planning time to work with their colleagues as needed.

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

When hiring a new employee, the posting on our human resources application page identifies the specific needs required for the position. Multiple administrators review applications and select highly-qualified candidates to be considered for interviews. All internal and veteran candidates are interviewed.

An interview committee is assembled, to ensure all areas of the position are represented when interviewing candidates. Our school uses multiple interview banks of questions, where all areas of the position are deeply questioned. Areas include, but are not limited to: content knowledge, classroom management, technology, extra-curricular activities, and pedagogy.

Once candidates are selected and hired, they are supported by the teacher support colleague. New recruits are also linked to their department chair, content area specialist, and administrator, so they always have someone to seek out when in need of assistance. We are sure to meet with that teacher, as needed, to review performance and help them with their classroom data, so they are using that to inform their instructional decisions.

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

New hires are officially mentored by the teacher support colleague and encouraged to form informal mentorships within their content areas. The teachers support colleague and administration will have daily/weekly contact with new teachers to ensure their needs are being met and supported. New teachers work with their course team for structured common planning.

We will host a new teacher meeting once per month with the curriculum administrator to ensure that the needs of the new hires are being met. We use the time to review policies, instruct our new recruits on the mission, vision, motto, and guidelines. We also use the time to instruct new teachers on Flagler specific initiatives such as Performance Matters, Schoology, Mosyle, Instructional Shifts, and Learning Focused

Strategies. In addition to the monthly meetings, new teachers will have the opportunity to go on learning walks both within and outside of their departments.

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.

All subject areas utilize district adopted textbook and instructional materials which have been approved by the state and are aligned with course standards. Teachers also utilize additional online resources to support their general instruction.

Teachers meet with a district curriculum specialist to pace out the units and create additional resources as needed. In addition, the specialist also holds progress monitoring and data chat meetings. The district curriculum specialists will work with our teachers throughout the year during PLC's and common planning.

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.

As each school year begins, the need for progress monitoring is vital. FAIR and "TeenGagement" are the primary sources of data used to monitor progress in reading. Reading teachers meet in small group PLCs after a progress monitoring test, to analyze results that will drive differentiated instruction in intensive reading and content-area reading classes. 9th and 10th grade ELA courses will have at least one common FSA style mandatory writing prompt. Teachers will be expected to calibrate their scores and score the prompt as a team. 9th and 10th grade ELA classes will also incorporate standards based quarterly assessments which will count as 5% of students' overall grades. Teachers will meet to debrief on the results of these assessments and analyze data following the administration of each quarterly.

In math, progress monitoring occurs regularly in the classroom through the use of formative mini-assessments and unit standards-based assessments. Algebra 1, Geometry, Biology, and US History will also incorporate district required quarterly exams and analyze results throughout the school year.

Historically, our school's scores have exceeded the state average and increased over time in all areas other than reading and writing and "acceleration rate." Our after school programs for tutoring and test preparation have shown a significant success rate for students who willingly participate.

Matanzas has also created a "data wall" to track all components related to its school grade over time. This data wall shows historical data for areas such as "acceleration", "math", "Reading", "Learning Gains", "Biology EOC", "US History", and Graduation Rates.

MHS administration is also meeting with each teacher to discuss their targeted goals for their classrooms based on the "Data Chat" professional development day that all teachers attended.

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: After School Program

Minutes added to school year: 6,400

After school tutoring on Tuesday and Thursday from 2:15 pm - 4:15 pm, which includes after school buses. This will provide extended enrichment in the 4 core content areas and foreign language. In addition, this will provide an opportunity for students to retake tests, if needed, to increase content mastery or make-up a test when students were absent from class.

Strategy Rationale

Many students need remediation or one-to-one assistance to better comprehend materials, especially in mathematics. These certified teachers provide specialized instruction for students who have simply struggled to master the content during normal class hours.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cronk, Cara, cronkc@flaglerschools.com

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

Each week, an attendance report is provided, and the subject in which students attended tutoring. If students were present for make-up work, that will also be accounted for.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

During the final semester of 8th grade, our future students are presented with an overview of the programs offered at Matanzas High School by our guidance department. At that time, students are provided with course selection sheets and given opportunities to explore the options of our flagship programs and traditional tracks for their 4 year experience. In addition, our school has an orientation night, so students can familiarize themselves with the facilities, academic, and extracurricular programs available during high school. The majority of our families attend this event, which allows us to communicate our mission, vision, and school motto. Our faculty and staff come to this event to provide a welcoming environment for our incoming ninth graders.

Matanzas receives the MTSS folders from our feeder middle school which contains the academic, behavior, and intervention history for our struggling students. These students are monitored through the MTSS process at Matanzas and provided all the supports necessary to meet the requirements to graduate high school.

For our outgoing senior cohort, we take pride in celebrating success. We have multiple awards ceremonies and activities that share our pride in their success in four years. In addition, we have a local scholarship celebration each year to honor our students who receive funds for education from the community.

One vital aspect during their senior year is the one-on-one meeting with guidance counselors. Each student has the opportunity to discuss his/her future beyond high school and is provided information regarding post-secondary education and career opportunities. Each student is also provided access to their financial aid information to discover their options for scholarships, grants and/or loans.

For our ESE students, the support facilitation teachers and staffing specialist spend time providing options and guiding students towards careers, colleges, and technical programs. Each of these goals are aligned with the student's IEP.

MHS also has a graduation coach which meets with "at-risk" students to help them stay on track for graduation. MHS also follows the district's "graduate 100" initiative and follows up with students who did not graduate in 4 years to provide them with information and opportunities to earn their standard high school diploma.

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.

(Guidance)

Each year, our guidance counselors meet with their students to track progress towards graduation and college readiness. Students are counseled in relation to financial support through local, state, and national scholarships for college and careers. Also, as students enter 9th grade, we host a Commitment to Graduate (C2G) program, which informs students of the graduation requirements and encourages them to commit to graduate in four years. Students receive a mock diploma and sign a banner with their promise to graduate in four years. Each year we have a college fair on campus which highlights colleges and career centers.

All Juniors must take the PERT, unless they have a previous PERT, ACT, or SAT that indicates college readiness. If students are not college ready by the end of their Junior year in Math, Reading, and Writing, they are required to take the Math or English for College Readiness courses designed by the state of Florida. During these rigorous courses, students are provided the skills necessary to succeed on the PERT test at the end of their Senior year. In fact, the PERT is the Final Exam in English IV and Math for College Readiness. Part of the curriculum is to seek schools that students feel they can be successful based on their current data.

Our ESE department has ongoing relationships with Winn-Dixie, Goodwill, and Humane Society Thrift Store for community based instruction. Students are placed in career oriented activities to provide life skills and community orientation.

Matanzas High School offers 17 Advanced Placement courses, ranging from all core content to elective arts courses. Students with a proficient score of 3 or higher earn college credit. We partner with College Board through the Florida Partnership. Students who show potential for success in courses are encouraged to take classes, as research shows access to these courses increase students success rates.

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

Examples of Career and Technical Education programs at Matanzas are:

Agri Science

Construction Technology

Culinary Arts

Finance Academy (sponsored by Vystar Credit Union)

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

Matanzas High School provides students with multiple options for career and technical programs. All of these programs are designed to provide students with industry certification and the ability to continue with an educational path towards further certifications or enter the workforce upon high school graduation. Our connection between core content and CTE studies is founded upon the guiding principles of cross-curricular instruction that leads to deeper understanding in all content areas.

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.

Matanzas offers a wide variety of Advanced Placement courses each year. This program has grown over the last four years, and we now offer 17 courses in multiple content areas as well as dual enrollment for all students who qualify. We utilize the AP Potential report to identify students for AP readiness. Each year, we increase enrollment in AP Courses and Dual Enrollment.

The department also hosts an event for juniors each year providing all the information necessary for applying for post-secondary schools as well as the resources for financial aid in an effort to increase college enrollment for graduating seniors.

Students in grades 9-11 also participate in the PSAT annually. This is an excellent diagnostic tool for determining AP potential and SAT scoring prediction. Classroom teachers use this data to evaluate student levels in all three grade levels and continue rigorous instruction to enhance the levels of college preparedness during core instruction, especially for Math, Reading, and Writing. The Florida Partnership through College Board is a resource that helps provide such opportunities.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** If teachers provide grade level standards-based instruction, then student achievement will increase.

- G2.** If Matanzas High School provides more AP, Dual Enrollment, Industry Certification opportunities, then there will be an increase in the number of students successfully completing an acceleration opportunity before graduating.

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. If teachers provide grade level standards-based instruction, then student achievement will increase.

1a

G098560

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	62.0
Geometry EOC Pass Rate	60.0
FSA ELA Achievement	60.0
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	45.0
High School Acceleration	45.0
CTE Industry Certification Exam Participation	30.0
4-Year Grad Rate (Standard Diploma)	86.0

Targeted Barriers to Achieving the Goal 3

- Ineffective instructional practices (non-research-based) negatively impact student achievement.
- Lack of resources for providing engaging, rigorous lessons and/or activities

Resources Available to Help Reduce or Eliminate the Barriers 2

- Differentiated Job-Embedded Professional Development Plan
- Teacher Support Colleagues
- District Support
- Guidance staff
- Graduation coach & Graduate 100 position
- Staffing specialist
- Mentoring programs
- CTE courses
- After school activities/programs
- Dual enrollment
- Academic pathways
-
-

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Jeff Reaves

Schedule

On 5/26/2018

Evidence of Completion

Meeting minutes/sign-in sheet

Plan to Monitor Progress Toward G1. 8

SIP Mid-Year Review

Person Responsible

Jeff Reaves

Schedule

On 5/18/2018

Evidence of Completion

Mid-year review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Jeff Reaves

Schedule

On 8/3/2018

Evidence of Completion

Step-0 needs assessment for next year, gap analysis

G2. If Matanzas High School provides more AP, Dual Enrollment, Industry Certification opportunities, then there will be an increase in the number of students successfully completing an acceleration opportunity before graduating. 1a

G098561

Targets Supported 1b

Indicator	Annual Target
High School Acceleration	47.0

Targeted Barriers to Achieving the Goal 3

- Students do not have a clear pathway for acceleration opportunities (Industry Certification, Dual Enrollment, AP).
- Resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- PLC/common planning
- 1 to 1 technology
- Graduation coach & Grad 100 position
- Dean (EWS data support)
- Data platforms
- TSC
- Teaching and learning department
- Post secondary partnership
- ATC industry certification
- Dual enrollment
- CTE courses on campus
- After school tutoring
- Guidance staff
- Staffing specialist
- Item bank for Science
- Academic pathways
- Schoology

Plan to Monitor Progress Toward G2. 8

SIP Progress Monitoring Meeting

Person Responsible

Jeff Reaves

Schedule

On 5/31/2018

Evidence of Completion

Meeting minutes/sign-in sheet

Plan to Monitor Progress Toward G2. 8

SIP mid-Year Review

Person Responsible

Jeff Reaves

Schedule

On 5/18/2018

Evidence of Completion

Mid-Year review in CIMS

Plan to Monitor Progress Toward G2. 8

State Assessment Results

Person Responsible

Shawn Schmidli

Schedule

On 8/3/2018

Evidence of Completion

Step-0 needs assessment for next year, gap analysis

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. If teachers provide grade level standards-based instruction, then student achievement will increase. 1

G098560

G1.B1 Ineffective instructional practices (non-research-based) negatively impact student achievement. 2

B265168

G1.B1.S1 Provide training on Florida Standards. 4

S281080

Strategy Rationale

Increase the percentage of teachers implementing the standards.

Action Step 1 5

Professional Learning will be planned out and submitted to the district for the year with dates/times they will be offered.

Person Responsible

Mandy Kraverotis

Schedule

Monthly, from 9/28/2017 to 5/26/2018

Evidence of Completion

Sign-in sheets

Action Step 2 5

Provide teachers with the opportunity to participate in instructional rounds to observe peers.

Person Responsible

Mandy Kraverotis

Schedule

On 5/18/2018

Evidence of Completion

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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

Professional learning will take place

Person Responsible

Mandy Kraverotis

Schedule

Quarterly, from 8/2/2017 to 5/15/2018

Evidence of Completion

District-approved PLC paperwork, attendance sheets

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

Classroom visits with look-fors based upon instructional practices presented during professional learning sessions.

Person Responsible

Jeff Reaves

Schedule

Biweekly, from 9/14/2017 to 5/26/2018

Evidence of Completion

Feedback forms and data collection sheets

G1.B1.S6 Provide differentiated teacher support based upon identified needs. 4

S281085

Strategy Rationale

Action Step 1 5

Create a professional learning plan based on district initiatives, data from lesson plan checks and classroom visit observational notes.

Person Responsible

Mandy Kraverotis

Schedule

On 4/25/2018

Evidence of Completion

List of meeting agendas with PL topics

Action Step 2 5

Provide professional learning and support according to identified teacher needs based on lesson plan checks, classroom visit observation notes, quarterly data.

Person Responsible

Mandy Kraverotis

Schedule

Monthly, from 9/13/2017 to 5/16/2018

Evidence of Completion

Tiered teacher lists

Action Step 3 5

Develop and implement a support plan for AP & ELA teachers

Person Responsible

Mandy Kraverotis

Schedule

Monthly, from 9/4/2017 to 5/16/2018

Evidence of Completion

Professional Learning Plan

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Based upon district initiatives, lesson plan checks, classroom visits and teacher input, create a professional learning plan.

Person Responsible

Cara Cronk

Schedule

Quarterly, from 8/22/2017 to 5/16/2018

Evidence of Completion

Professional learning plan submitted to admin

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Provide professional learning and support according to needs.

Person Responsible

Cara Cronk

Schedule

Monthly, from 8/2/2017 to 5/16/2018

Evidence of Completion

Spreadsheet, attendance sheet and/or calendar invites indicating who was supported and methods used to provide support.

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

Develop and implement a support plan for AP & ELA teachers

Person Responsible

Cara Cronk

Schedule

Monthly, from 8/2/2017 to 5/16/2018

Evidence of Completion

Support plan submitted to admin. Spreadsheet, attendance sheet and/or calendar invites indicating who was supported and methods used to provide support.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 7

Person Responsible

Schedule

Evidence of Completion

G1.B11 Lack of resources for providing engaging, rigorous lessons and/or activities 2

 B265178

G1.B11.S1 Teachers will apply for SAC mini grants and obtain the necessary supplies and materials needed for their lessons/activities. 4

 S281089

Strategy Rationale

Action Step 1 5

Teachers will provide optimal learning opportunities and positive supports for students by utilizing a variety of resources.

Person Responsible

Kenny Seybold

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

SAC Mini-grant applications

Plan to Monitor Fidelity of Implementation of G1.B11.S1 6

Classroom visits during lessons/activities that utilized SAC grant resources.

Person Responsible

Cara Cronk

Schedule

Monthly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Classroom observation notes

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Teachers report back to SAC to share their results/data

Person Responsible

Cara Cronk

Schedule

On 5/25/2018

Evidence of Completion

SAC minutes

G2. If Matanzas High School provides more AP, Dual Enrollment, Industry Certification opportunities, then there will be an increase in the number of students successfully completing an acceleration opportunity before graduating. 1

G098561

G2.B4 Students do not have a clear pathway for acceleration opportunities (Industry Certification, Dual Enrollment, AP). 2

B265185

G2.B4.S1 Identify and streamline acceleration pathways for students. 4

S281090

Strategy Rationale

Clear pathways are needed to ensure that each student graduating from Matanzas High School will have an opportunity to leave high school prepared for college and/or a career path.

Action Step 1 5

Review the historical data regarding Industry Certification enrollments and pass rates.

Person Responsible

Shawn Schmidli

Schedule

On 8/17/2017

Evidence of Completion

Testing Data

Action Step 2 5

Increase the number of Industry Certification courses and/or sections offered at Matanzas High School.

Person Responsible

Cara Cronk

Schedule

On 8/10/2017

Evidence of Completion

Master Schedule

Action Step 3 5

Ensure CTE teachers are trained and have needed resources

Person Responsible

Kenny Seybold

Schedule

Annually, from 8/2/2017 to 5/31/2018

Evidence of Completion

Professional learning schedule

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

Guidance counselors and graduation coach meet with admin throughout the year to update/review student enrollment in acceleration programs.

Person Responsible

Jeff Reaves

Schedule

Quarterly, from 8/1/2017 to 8/10/2017

Evidence of Completion

Data Wall with courses and student enrollment numbers

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

Teachers meet with admin to discuss data annual goals

Person Responsible

Shawn Schmidli

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Teacher goals and action plans

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

Analyze student pass rate data for Industry Certification Exams and Advanced Placement Exams and/or Dual Enrollment course completion rate.

Person Responsible

Jeff Reaves

Schedule

Semiannually, from 8/10/2017 to 5/31/2018

Evidence of Completion

Test scores and course grades

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.A3  A378971	[no content entered]		No Start Date		No End Date one-time
G1.B1.S6.MA1  M410897	[no content entered]		No Start Date		No End Date one-time
G2.B4.S1.MA1  M410909	Guidance counselors and graduation coach meet with admin throughout the year to update/review...	Reaves, Jeff	8/1/2017	Data Wall with courses and student enrollment numbers	8/10/2017 quarterly
G2.B4.S1.A2  A378980	Increase the number of Industry Certification courses and/or sections offered at Matanzas High...	Cronk, Cara	8/1/2017	Master Schedule	8/10/2017 one-time
G2.B4.S1.A1  A378979	Review the historical data regarding Industry Certification enrollments and pass rates.	Schmidli, Shawn	8/10/2017	Testing Data	8/17/2017 one-time
G1.B1.S6.A1  A378972	Create a professional learning plan based on district initiatives, data from lesson plan checks and...	Kraverotis, Mandy	8/2/2017	List of meeting agendas with PL topics	4/25/2018 one-time
G1.B1.S1.MA1  M410896	Professional learning will take place	Kraverotis, Mandy	8/2/2017	District-approved PLC paperwork, attendance sheets	5/15/2018 quarterly
G1.B1.S6.MA1  M410898	Based upon district initiatives, lesson plan checks, classroom visits and teacher input, create a...	Cronk, Cara	8/22/2017	Professional learning plan submitted to admin	5/16/2018 quarterly
G1.B1.S6.MA2  M410899	Provide professional learning and support according to needs.	Cronk, Cara	8/2/2017	Spreadsheet, attendance sheet and/or calendar invites indicating who was supported and methods used to provide support.	5/16/2018 monthly
G1.B1.S6.MA3  M410900	Develop and implement a support plan for AP & ELA teachers	Cronk, Cara	8/2/2017	Support plan submitted to admin. Spreadsheet, attendance sheet and/or calendar invites indicating who was supported and methods used to provide support.	5/16/2018 monthly
G1.B1.S6.A2  A378973	Provide professional learning and support according to identified teacher needs based on lesson...	Kraverotis, Mandy	9/13/2017	Tiered teacher lists	5/16/2018 monthly
G1.B1.S6.A3  A378974	Develop and implement a support plan for AP & ELA teachers	Kraverotis, Mandy	9/4/2017	Professional Learning Plan	5/16/2018 monthly
G1.MA2  M410906	SIP Mid-Year Review	Reaves, Jeff	4/9/2018	Mid-year review in CIMS	5/18/2018 one-time
G2.MA2  M410912	SIP mid-Year Review	Reaves, Jeff	4/9/2018	Mid-Year review in CIMS	5/18/2018 one-time
G1.B1.S1.A2  A378970	Provide teachers with the opportunity to participate in instructional rounds to observe peers.	Kraverotis, Mandy	12/4/2017		5/18/2018 one-time
G1.B11.S1.MA1  M410903	Teachers report back to SAC to share their results/data	Cronk, Cara	9/4/2017	SAC minutes	5/25/2018 one-time
G1.B11.S1.MA1  M410904	Classroom visits during lessons/ activities that utilized SAC grant resources.	Cronk, Cara	9/4/2017	Classroom observation notes	5/25/2018 monthly
G1.B11.S1.A1  A378978	Teachers will provide optimal learning opportunities and positive supports for students by...	Seybold, Kenny	9/4/2017	SAC Mini-grant applications	5/25/2018 monthly
G1.MA1  M410905	SIP Progress Monitoring Meeting	Reaves, Jeff	12/11/2017	Meeting minutes/sign-in sheet	5/26/2018 one-time

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Matanzas High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1 M410895	Classroom visits with look-fors based upon instructional practices presented during professional...	Reaves, Jeff	9/14/2017	Feedback forms and data collection sheets	5/26/2018 biweekly
G1.B1.S1.A1 A378969	Professional Learning will be planned out and submitted to the district for the year with...	Kraverotis, Mandy	9/28/2017	Sign-in sheets	5/26/2018 monthly
G2.MA1 M410911	SIP Progress Monitoring Meeting	Reaves, Jeff	12/4/2017	Meeting minutes/sign-in sheet	5/31/2018 one-time
G2.B4.S1.MA1 M410908	Analyze student pass rate data for Industry Certification Exams and Advanced Placement Exams and/or...	Reaves, Jeff	8/10/2017	Test scores and course grades	5/31/2018 semiannually
G2.B4.S1.MA2 M410910	Teachers meet with admin to discuss data annual goals	Schmidli, Shawn	8/10/2017	Teacher goals and action plans	5/31/2018 quarterly
G2.B4.S1.A3 A378981	Ensure CTE teachers are trained and have needed resources	Seybold, Kenny	8/2/2017	Professional learning schedule	5/31/2018 annually
G1.MA3 M410907	State Assessment Results	Reaves, Jeff	7/31/2018	Step-0 needs assessment for next year, gap analysis	8/3/2018 one-time
G2.MA3 M410913	State Assessment Results	Schmidli, Shawn	7/9/2018	Step-0 needs assessment for next year, gap analysis	8/3/2018 one-time

V. Professional Development Opportunities

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

G1. If teachers provide grade level standards-based instruction, then student achievement will increase.

G1.B1 Ineffective instructional practices (non-research-based) negatively impact student achievement.

G1.B1.S1 Provide training on Florida Standards.

PD Opportunity 1

Professional Learning will be planned out and submitted to the district for the year with dates/times they will be offered.

Facilitator

Mandy Kraverotis

Participants

All teachers

Schedule

Monthly, from 9/28/2017 to 5/26/2018

PD Opportunity 2

Provide teachers with the opportunity to participate in instructional rounds to observe peers.

Facilitator

Mandy Kraverotis

Participants

All teachers

Schedule

On 5/18/2018

G1.B1.S6 Provide differentiated teacher support based upon identified needs.

PD Opportunity 1

Provide professional learning and support according to identified teacher needs based on lesson plan checks, classroom visit observation notes, quarterly data.

Facilitator

Mandy Kraverotis

Participants

Faculty and/or small groups based upon needs

Schedule

Monthly, from 9/13/2017 to 5/16/2018

PD Opportunity 2

Develop and implement a support plan for AP & ELA teachers

Facilitator

Mandy Kraverotis

Participants

Advanced Placement and English teachers

Schedule

Monthly, from 9/4/2017 to 5/16/2018

G2. If Matanzas High School provides more AP, Dual Enrollment, Industry Certification opportunities, then there will be an increase in the number of students successfully completing an acceleration opportunity before graduating.

G2.B4 Students do not have a clear pathway for acceleration opportunities (Industry Certification, Dual Enrollment, AP).

G2.B4.S1 Identify and streamline acceleration pathways for students.

PD Opportunity 1

Ensure CTE teachers are trained and have needed resources

Facilitator

Participants

Schedule

Annually, from 8/2/2017 to 5/31/2018

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	Professional Learning will be planned out and submitted to the district for the year with dates/times they will be offered.				\$0.00
2	G1.B1.S1.A2	Provide teachers with the opportunity to participate in instructional rounds to observe peers.				\$0.00
3	G1.B1.S1.A3					\$0.00
4	G1.B1.S6.A1	Create a professional learning plan based on district initiatives, data from lesson plan checks and classroom visit observational notes.				\$0.00
5	G1.B1.S6.A2	Provide professional learning and support according to identified teacher needs based on lesson plan checks, classroom visit observation notes, quarterly data.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0090 - Matanzas High School	School Improvement Funds		\$5,000.00
			<i>Notes: Teachers can apply for mini grants to assist with professional learning opportunities.</i>			
6	G1.B1.S6.A3	Develop and implement a support plan for AP & ELA teachers				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0090 - Matanzas High School	School Improvement Funds		\$5,000.00
			<i>Notes: Teachers can apply for mini grants to assist with professional training needs.</i>			
7	G1.B11.S1.A1	Teachers will provide optimal learning opportunities and positive supports for students by utilizing a variety of resources.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0090 - Matanzas High School	School Improvement Funds		\$10,000.00
			<i>Notes: Teachers can apply for funding.</i>			
8	G2.B4.S1.A1	Review the historical data regarding Industry Certification enrollments and pass rates.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0090 - Matanzas High School			\$0.00

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9	G2.B4.S1.A2	Increase the number of Industry Certification courses and/or sections offered at Matanzas High School.				\$0.00
10	G2.B4.S1.A3	Ensure CTE teachers are trained and have needed resources				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0090 - Matanzas High School	School Improvement Funds		\$10,000.00
			<i>Notes: Teachers can apply for mini grants to assist with student and teacher needs in the classroom.</i>			
					Total:	\$30,000.00