Santa Fe High School

2019-20 Schoolwide Improvement Plan

Table of Contents

Santa Fe High School

16213 NW US HIGHWAY 441, Alachua, FL 32615

https://www.sbac.edu/santafe

Demographics

Principal: Timothy Wright

Start Date for this Principal: 9/26/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (57%) 2016-17: B (56%) 2015-16: C (52%) 2014-15: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Santa Fe High School

16213 NW US HIGHWAY 441, Alachua, FL 32615

https://www.sbac.edu/santafe

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	55%

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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In alignment with the district's mission, our mission at Santa Fe High School is to build character and citizenship by providing a comprehensive education that fosters learning and critical thinking for a productive life. We are committed to working collaboratively with our students, families, and community to provide the highest quality of education.

Provide the school's vision statement.

The community, parents, students, faculty, staff, and administration will work together to create an academically rigorous curriculum in a safe and positive environment that is also culturally responsive. We will continue to develop, support, and maintain powerful teaching and learning. We will use innovative techniques to enhance life-long learning through the use of technology and varied instructional strategies. We will celebrate our diversity within a positive school atmosphere. We will recognize accomplishments, promote good sportsmanship, and appreciate the unique qualities of each individual. We will nurture growth, responsibility, citizenship, and productivity through daily studies, academic achievements, and social interactions.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Le Clear, Elizabeth	Principal	The Principal's job is to provide our community with the vision for the year and ways we will work collaboratly to achieve goals created through the analysis of our data. Dr LeClear also reviews all data for students and looks for trends, areas of concern, and then supports teachers so they can meet the needs of students. Dr. LeClear communicates the vision, mission, and goals to the community and explains the roles of all stakeholders in supporting student achievement and academic success. The principal also provides professional development opportunities for teachers in order to enhance teaching practices that are culturally responsive and academically appropriate for our student population in which we serve. Dr. LeClear works with the staff and outlines how they are to be instrumental in providing the highest level of customer service to our community and facilitates discussions on maintaining professionalism staying up-to-date on inputting accurate data into the system. The Principal and Assistant Principals have data chats with each of the teachers who have been assigned to them for formal evaluations. Struggling and beginning/new teachers are assigned a mentor teacher who observes, models, and gives support to that teacher so students are successful. All of these discussions stem from looking at assessment data and observing classrooms (informal walk-throughs and formal observations). The administration meets with all teachers, facilitating a needs assessment to gather concerns and areas of needed support, discussing data, and using that input to plan Professional Development, allocate resources, and provide support.
Wright, Timothy	Assistant Principal	The Assistant Principals' jobs are to monitor individual teacher data, have data chats with teachers, and discuss students who may need differentiation in their classrooms. The Assistant Principal of Curriculum maintains the schedule and provides job-embedded professional development for teachers that highlights effective instructional strategies that align with our mission and vision for academic success. The APC

Name	Title	Job Duties and Responsibilities
		also works with teachers to reflect on teaching practices and instructional delivery through the use of classroom walk-throughs (objective data collection). The APC works with families and students in creating academic plans that assists students with maintaining academic progress through scheduling the appropriate courses, working with the school counseling office on matriculation of credits, offering information on remediation and reteaching opportunities offered through tutoring, establishing progress monitoring check points, and teaching self-advocacy through understanding how to assess Infinite Campus and ask teachers for help. The Principal and Assistant Principals have data chats with each of the teachers who have been assigned to them for formal evaluations. Struggling and beginning/new teachers are assigned a mentor teacher who observes, models, and gives support to that teacher so students are successful. All of these discussions stem from looking at assessment data and observing classrooms (informal walk-throughs and formal observations). The administration meets with all teachers, facilitating a needs assessment to gather concerns and areas of needed support, discussing data, and using that input to plan Professional Development, allocate resources, and provide support.
Bing, Bonnie	Assistant Principal	The Assistant Principal of Administration ensures the safest and cleanest academic space for students and teachers. The APA works with teachers and building services personnel (custodians, district staff, school staff, deans) to provide academic supplies and instructional technology in support of impacting effective teaching practices. The APA also monitors attendance and behavior trends in order to be responsive in using the Early Warning System. The APA works in collaboration with the APC and principal to analyze how attendance and discipline impacts academic achievement and identifies trends and areas of concern. The APA also works with teachers to reflect on teaching

Name	Title	Job Duties and Responsibilities
		practices and instructional delivery through the use of classroom walk-throughs (objective data collection). The Principal and Assistant Principals have data chats with each of the teachers who have been assigned to them for formal evaluations. Struggling and beginning/new teachers are assigned a mentor teacher who observes, models, and gives support to that teacher so students are successful. All of these discussions stem from looking at assessment data and observing classrooms (informal walk-throughs and formal observations). The administration meets with all teachers, facilitating a needs assessment to gather concerns and areas of needed support, discussing data, and using that input to plan Professional Development, allocate resources, and provide support.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	30	283	266	291	285	1155
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	25	35	45	59	164
One or more suspensions	0	0	0	0	0	0	0	0	0	15	15	10	11	51
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	25	34	37	35	131
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	69	86	92	54	301
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	0	0	0	28	40	47	43	158

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
48

Date this data was collected or last updated
Thursday 9/26/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	59%	56%	53%	57%	53%
ELA Learning Gains	43%	52%	51%	52%	54%	49%
ELA Lowest 25th Percentile	27%	39%	42%	41%	42%	41%
Math Achievement	56%	54%	51%	53%	47%	49%
Math Learning Gains	59%	54%	48%	48%	41%	44%
Math Lowest 25th Percentile	49%	48%	45%	41%	32%	39%
Science Achievement	53%	68%	68%	59%	65%	65%
Social Studies Achievement	74%	75%	73%	79%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	283 (0)	266 (0)	291 (0)	285 (0)	1125 (0)
Attendance below 90 percent	25 ()	35 ()	45 ()	59 ()	164 (0)
One or more suspensions	15 (0)	15 (0)	10 (0)	11 (0)	51 (0)
Course failure in ELA or Math	25 (0)	34 (0)	37 (0)	35 (0)	131 (0)
Level 1 on statewide assessment	69 (0)	86 (0)	92 (0)	54 (0)	301 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	55%	60%	-5%	55%	0%
	2018	55%	58%	-3%	53%	2%
Same Grade Comparison		0%				
Cohort Comparison						
10	2019	46%	55%	-9%	53%	-7%
	2018	54%	60%	-6%	53%	1%
Same Grade Comparison		-8%				
Cohort Comparison		-9%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	66%	-10%	67%	-11%
2018	62%	68%	-6%	65%	-3%
Compare		-6%			

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	75%	71%	4%	70%	5%
2018	76%	71%	5%	68%	8%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	28%	56%	-28%	61%	-33%
2018	39%	60%	-21%	62%	-23%
Compare		-11%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	48%	2%	57%	-7%
2018	58%	63%	-5%	56%	2%
Compare		-8%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	13	9	15	35	27	22	45		88	28
BLK	19	25	20	26	44	42	20	61		93	32
HSP	45	45		36	33		40	45		100	85
MUL	66	57	55	60	73		79			100	33
WHT	61	47	29	69	64	47	63	81		93	61
FRL	37	35	22	44	55	42	38	68		85	36

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	43	41	10	21	16	19	32		70	29
BLK	28	34	32	34	40	43	35	55		71	26
HSP	49	60	71	39	43	50	82	67		96	54
MUL	67	50		67	65						
WHT	62	51	35	59	53	46	68	84		93	62
FRL	42	43	41	42	44	44	55	64		81	41

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	26	23	16	30	30	9	55		70	35
BLK	24	37	31	29	33	35	30	62		78	25
HSP	46	52	40	57	58		41	82		85	53
MUL	50	50		36	46			85		82	
WHT	64	57	48	61	52	41	71	86		84	52
FRL	39	44	38	43	42	43	36	69		74	37

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	561
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

Our reading was our lowest group at 37% passing rate. Due to the loss of Power Hour and students not being able to see teachers during the 30 minutes of office hours, their grades and performance were affected. For our students with disabilities we have increased the rigor by making all core classes co-facilitation. We also had our faculty trained in AVID strategies to increase the engagement of all students. We also have Power Hour back this year. Students with disabilities now have the opportunity to spend 30 minutes each day with their teachers getting remediation and or enrichment.

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

Our lowest quartile was the biggest drop in performance from the previous year and it again is related to the loss of power hour and our reading strategy of Teen Engagement only focused on fictional material, where the test is information based.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Lowest quartile. The gap was related to the loss of power hour and our reading strategy of Teen Engagement only focused on fictional material, where the test is information based.

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

Our graduation rate increased to 95%. We started tracking students in 9th grade who historically never show up on the first day and count against our graduation rate.

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

From experience we know that Attendance and a growing transient population have to become a major focus.

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

1. Increase lowest quartile in reading and math
2. ELA reading
3. Attendance
4.Building an AVID program
5. Added a AP Capstone and Research

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Equity for African American Students
Rationale	We are looking to reduce and close the achievement gap between African American students and their peers at Santa Fe High School.
State the measurable outcome the school plans to achieve	Reduce the number of out of school suspensions for African American students by at least 15%. Raise the graduation rate of African American students by 3 percentage points each year. Increase participation of African American students in advanced and accelerated courses by 2 percentage points annually.
Person responsible for monitoring outcome	Elizabeth Le Clear (lecleaea@gm.sbac.edu)
Evidence-based Strategy	Are the most effective teachers working with the neediest students? Provide and leverage additional instructional time Personalized, differentiated instruction Ample social supports Rigorous, standards-based instruction
Rationale for Evidence-based Strategy	By doing these steps we feel we'll be able to help close and eliminate the achievement gap.

Action Step	
Description	1. Regular progress monitoring 2. Data rooms—teachers interacting with tangible representations to monitor student progress 3. Frequent data chats, with individuals and groups of teachers 4. Use formative data to differentiate and provide individual and small group interventions

5. |
| **Person Responsible** | Elizabeth Le Clear (lecleaea@gm.sbac.edu) |

#2	
Title	Students with Disabilities
Rationale	For our students with disabilities we have increased the rigor by making all core classes co-facilitation. We also had our faculty trained in AVID strategies to increase the engagement of all students. We also have Power Hour back this year. Students with disabilities now have the opportunity to spend 30 minutes each day with their teachers getting remediation and or enrichment.

State the measurable outcome the school plans to achieve	The percentage of Students with disabilities that fail a core class will decrease by 15% as reflected in semester grades.
Person responsible for monitoring outcome	Timothy Wright (wrightte@gm.sbac.edu)
Evidence-based Strategy	Teachers will be using AVID strategies for increasing student engagement throughout the school year. These strategies have been proven effective and are apart of good teaching and learning.
Rationale for Evidence-based Strategy	We have a cadre of teachers that have been trained in AVID strategies the past 2 years to impact student achievement. This cadre has led professional development monthly, the past 2 years in training all staff on how to implement these strategies in their classes.

Action Step	
Description	1. All teachers trained in AVID strategies. 2. Monthly Professional Development for all teachers. 3. Co-facilitation training for all groups of teacher. 4. Progress reports for Students with Disabilities. 5. Case Managers work closely with teachers to support their students.
Person Responsible	Timothy Wright (wrightte@gm.sbac.edu)

#3	
Title	
Rationale	
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	
Action Step	
Description	1. 2. 3. 4. 5.
Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities (optional)

> **After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**
>
> Santa Fe High School will increase it's lowest quartile in reading from 37 % up to 54 % and our math lowest quartile from 49% to 54 % during the 2019-2020 school year.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

> **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**
>
> Goal: To increase the active participation of parents in school related activities to support our students reaching their highest academic and social potential by providing a variety of school functions and opportunities for involvement. Santa Fe High School provides many opportunities for parent engagement through the year. We encourage parent involvement through the school's website, Infinite Campus, a newsletter which is published four times per year, parent booster organizations, and Individualized Program of Study meetings with Parents and Guidance Counselors upon request.
> Parents can serve on the School Advisory Council to assist in decision making for school improvement initiatives. Additionally parents are encouraged, and do, volunteer to assist with athletics, clubs, activities and special events. All parents have access to the faculty and staff's e-mail, which most report is the best avenue for information and communication. We offer parent-teacher conference nights to enable working parents to schedule personal meetings with teachers. We host a curriculum fair to showcase our magnet programs and AP programs as well as sports and clubs
> Alachua - 0271 - Santa Fe High School - 2018-19 SIP

Santa Fe High School
Last Modified: 10/5/2018 Page 10 https://www.floridacims.org
available. The marquee in front of the school is used to notify parents of upcoming events. Parents are welcome on our campus and take advantage of the opportunities provided to get involved in the academics of the students.
We have created a Santa Fe High School PTA to further involve parents into our school culture. Our hope is that our PTA will grow and give parents an opportunity to get more involved in the school and truly feel a part of our school community.

PFEP Link

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

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.

The school counselors educate students on the role and services that school counselors provide, which include addressing personal, social and emotional issues. The school counselors educate students about the definition of bullying and the ways in which to report bullying and encouraged students to take a stand against bullying. The school counselors create a quarterly newsletter to address personal and social issues that educate and encourage healthy strategies to manage social emotional needs. The school counselors meet with students through self-identification and parent or teacher referral to address personal issues related to social-emotional needs.
The school counselors also provide access to a licensed mental health counselor (Meridian) to meet with students who need ongoing mental health and therapeutic counseling. We are also re-implementing the Student Services Team which will identify students who need extra support.
Teachers are also able to submit names to administration for students who are in need of mentors. Administrators, deans, and voluntary teachers serve as mentors. There are also school volunteers who have offered to mentor students for academic support when dealing with stress and anxiety.
The Educational Planning Team (EPT) meetings are conducted when students are missing school or showing signs of academic failure through attendance and/ or behavior. An administrator conducts these meetings with teachers, counselors, students, and families to develop a plan to get students back on track in school. Administration also has an open door policy where parents and students can come and discuss concerns and problem-solve.

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

Strategies that Santa Fe uses to support incoming 9th graders are:a) An administrator is designated for each grade level. The 9th grade administrator is introduced during the 9th grade Orientation so parents can easily identify with their child's administrator.b) Freshmen success day was held the 6th day of school. Ninth-graders are divided into teams which are led around the school and shown how to use the lunchroom, library, and computers in the computer lab, etc... Students also are introduced to all the administrators, deans, school counselors,
athletic director, and get to hear a motivational speaker.c) School counselors visit in 9th grade classrooms at the beginning of the year to go over graduation requirements.d) Students who earned a Level 1 and 2 are entered into intensive reading classes so they get extra support for state assessments.e) Even before the 9th graders come to Santa Fe, the school counselors visit each of the schools to go over registration materials with them.
f) Prior to attending Santa Fe, students are given the opportunity to shadow for a day and learn the history of Santa Fe and what the school provides to its students in regards to academic,extracurricular, and social/emotional support.Strategies to deal with the graduating seniors are: a) School counselors work with the list of seniors, going through their credits (transcript audit),community service hours, and scholarship criteria.b) Administration works with seniors who need extra support and tries to find ways to help them graduate on time. .c) Colleges and the military are invited to visit the campus during lunches

and speak with students about their respective programs.d) Pre-Collegiate, provides college tours for club members throughout the year.e) School counselors offer Financial Aid nights and after school sessions to help seniors and their parents work through the Florida Financial Aid Application and FAFSA.

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.

First, the administration looks at SSA, EOC, and FSA data to begin the process of identifying who is in need of more instruction. Then we look at individual teacher data to identify where those students are in the classroom. We have DATA Chats and Counselor chats with students one-on -one. Students are then counseled and teachers differentiate instruction to increase the likelihood of academic success in the classroom.
Adult Education: Adult Education is offered to students in the afternoons to help complete Math courses. There is one teacher who operates the 4-day Adult Education week, and there are two Math teachers who hold tutoring sessions alongside the Adult Education teachers. Students are identified by their guidance counselor and encouraged to enroll in the program to regain lost credit. The Adult Education teachers are paid through district funds.
Career and Technical Education (CTE): There are 4 CTE courses offered here at Santa Fe High School. The certificate courses are Agriculture and Biotechnology. The other CTE courses are Carpentry and Cabinet-making and Computing for College and Career. Carl Perkins funds help support these programs that reach over one-half of our student population. The Biotechnology classes are funded through Race-to-the-Top funds.
Supplemental Academic Instruction: The Credit Retrieval Option Program (CROP) is offered to any student who needs to make up credits. CROP is offered during a research period in school and after school twice a week for 2 hours. Math and reading tutoring is offered to help students prepare for the ACT. CROP and Math Tutoring is paid through district funds. Reading sessions that specifically focus on ACT reading are done by the assistant principals.
Title X Homeless: There is a homeless advocate at the county level to address any issues with families.

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

School counselors meet with classes of students at the beginning of each year to go over graduation requirements for each grade level. A career fair is held in December for seniors. Students can visit booths which are set up in the gym showcasing many local and varied businesses. Before registration in the Spring, students are given a course guide on what will be offered for the next year, what they need to take as far as what they're interested in, and what is required by the state. Colleges and the military are invited to set up displays during lunch where they can talk to interested students.
Local biotechnology companies have partnered with our biotechnology classes, inviting students to come for field trips and hands-on learning experiences. Some students who have excelled in the class have been offered part-time positions after school.
Community organizations, such as the American Legion, Clay Electric, and the Women's Club of Alachua sponsor students to attend leadership workshops and conferences.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Equity for African American Students	$0.00
2	III.A.	Areas of Focus: Students with Disabilities	$0.00
3	III.A.	Areas of Focus:	$0.00
		Total:	$0.00