

Martin County School District

# Martin County High School



## 2019-20 Schoolwide Improvement Plan

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# Martin County High School

2801 S KANNER HWY, Stuart, FL 34994

martinschools.org/o/mchs

## Demographics

Principal: Cristina Selvidge

Start Date for this Principal: 7/1/2011

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	43%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: B (60%) 2016-17: B (61%) 2015-16: C (53%) 2014-15: A (68%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

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

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

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

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

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

### Purpose and Outline of the SIP

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

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# Martin County High School

2801 S KANNER HWY, Stuart, FL 34994

[martinschools.org/o/mchs](http://martinschools.org/o/mchs)

## 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	39%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

## School Grades History

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

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<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.

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

#### Provide the school's vision statement.

Martin County High School's working draft vision is: Every student will graduate college and career capable.

### 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
Fabrizio, Al	Principal	
Skinner, Virginia	Assistant Principal	
Edwards, Judy	Teacher, ESE	
Southwick, Shaun	Teacher, Career/Technical	
Orozco, Guillermo	Assistant Principal	
Arczynski, Shannon	Instructional Coach	
Herd, Jamie	Teacher, K-12	
Carbone, Kristin	Assistant Principal	
Cowles, Mark	Assistant Principal	
Siters, Kelli	Teacher, K-12	
Knob, Sherrie	School Counselor	
Zanfini, Chessa	Teacher, K-12	
Hill, David	Teacher, K-12	
Sawczak, Susan	Teacher, K-12	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	54	93	70	106	323
One or more suspensions	0	0	0	0	0	0	0	0	0	7	5	6	1	19
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	2	54	56	85	197
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	112	134	119	97	462

#### 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	19	56	51	66	192

#### 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)

#### Date this data was collected or last updated

Wednesday 9/11/2019

#### Prior Year - As Reported

#### 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	59	51	84	108	302
One or more suspensions	0	0	0	0	0	0	0	0	0	73	68	72	60	273
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	41	57	78	180
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	108	129	128	85	450

#### 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	44	68	76	85	273

#### 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	59	51	84	108	302
One or more suspensions	0	0	0	0	0	0	0	0	0	73	68	72	60	273
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	41	57	78	180
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	108	129	128	85	450

**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	44	68	76	85	273

## 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	59%	71%	56%	60%	67%	53%
ELA Learning Gains	55%	59%	51%	53%	56%	49%
ELA Lowest 25th Percentile	44%	55%	42%	40%	40%	41%
Math Achievement	59%	69%	51%	55%	63%	49%
Math Learning Gains	46%	52%	48%	58%	62%	44%
Math Lowest 25th Percentile	50%	46%	45%	44%	59%	39%
Science Achievement	74%	82%	68%	73%	76%	65%
Social Studies Achievement	80%	84%	73%	77%	79%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	54 (59)	93 (51)	70 (84)	106 (108)	323 (302)
One or more suspensions	7 (73)	5 (68)	6 (72)	1 (60)	19 (273)
Course failure in ELA or Math	2 (4)	54 (41)	56 (57)	85 (78)	197 (180)
Level 1 on statewide assessment	112 (108)	134 (129)	119 (128)	97 (85)	462 (450)

### 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	60%	61%	-1%	55%	5%
	2018	56%	62%	-6%	53%	3%
Same Grade Comparison		4%				
Cohort Comparison						
10	2019	55%	59%	-4%	53%	2%
	2018	54%	59%	-5%	53%	1%
Same Grade Comparison		1%				
Cohort Comparison		-1%				

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	73%	74%	-1%	67%	6%
2018	71%	73%	-2%	65%	6%
Compare		2%			
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	81%	78%	3%	70%	11%
2018	77%	74%	3%	68%	9%
Compare		4%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	75%	-22%	61%	-8%
2018	46%	70%	-24%	62%	-16%
Compare		7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	65%	-3%	57%	5%
2018	57%	61%	-4%	56%	1%
Compare		5%			

### 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	25	31	25	32	42	44	45	68		89	29
ELL	18	44	45	39	47	61	38	46		56	15
ASN	70	47		64	42		100				
BLK	29	40	36	38	49	48	40	61		100	30
HSP	42	49	43	47	44	49	58	67		76	38
MUL	61	57		50	33		60	83		93	38
WHT	69	60	48	68	48	52	83	88		96	69
FRL	39	45	43	45	39	47	59	68		81	40
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	27	45	45	34	48	43	62	60		80	21
ELL	13	35	38	21	40	49	27	39		35	20
ASN	73	87		60	64			70			
BLK	18	38	38	27	38	45	60	59		79	27
HSP	38	47	39	36	44	48	52	64		70	45
MUL	53	57		48	39		71	58		100	59
WHT	67	58	46	65	52	47	82	84		91	68
FRL	39	45	37	38	42	45	58	68		73	39
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	25	42	40	24	40	37	55	48		73	28
ELL	15	27	28	23	34	28	29	16		60	31
ASN	82	60		68	69						
BLK	33	40	37	25	44	32	48	60		100	18
HSP	43	42	31	41	47	32	59	57		74	48
MUL	42	45	50	42	53	67	58	75			
WHT	69	58	46	63	62	53	80	85		93	69
FRL	42	42	36	41	45	37	60	64		79	43

### 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)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	674
Total Components for the Federal Index	11
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52

Hispanic Students	
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	59
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	68
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	51
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.**

All tested areas are below District proficiency level. However there was an increase in proficiency from 2018-19 school year in all tested areas as well.

Our SWD subgroup dropped in every tested area except for Social Studies (US History EOC). ELL students as a subgroup are also under performing compared to other subgroups of students. This pattern is consistent across all subject areas.

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

Overall, we did not have a decline in over all proficiency; in fact we increased in all areas. However, when looking at the subgroup data - it appears that SWD has a 20% drop in ELA LG L25% or Multi had a 25% decrease in SS Achievement

**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.**

Our Algebra 1 EOC scores show the greatest gap between school average and state average. One of the contributing factors could be that we had an Algebra teacher leave mid-year.

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

Our ELL students proficiency rate increased by 5%. Teachers worked closely with ELL support teacher in addition to the Paraprofessionals. The US History teachers began to drill down to the data to address the needs of ELL students and ensured that students utilized their word-to-word dictionaries regularly in class. Teachers are using collaborative strategies that help to increase student engagement, but also pairs students so that they can use one another as an additional resource. Additionally, our ELL graduation rate increased to 21%. In addition our high stakes tested areas had intentional planning days where they were able to reflectively plan for instruction utilizing the Short Cycle Formative Assessment.

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

A glaring concern is that 66 students in grade 12 currently meet two or more Early Warning Systems indicators, where as there is a total of 192 students that meet two or more indicators.

Additionally, there is a significantly large amount of students that have below 90% attendance rate (323) and there are 462 students that have earned a Level 1 on a statewide assessment.

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

1. Subgroup Proficiency on all assessments
2. ELA Overall Proficiency
3. Math Overall Proficiency
4. AP/AICE Overall Proficiency
5. Graduation Rate
6. Attendance Rate

In terms of Professional Learning: Providing strategies to our teachers that support ELL students and their learning in addition to Culturally Relevant Teacher. Bridging these two pieces together will have a positive impact on student learning. District instructional coaches, especially our ELL support will be providing additional professional development specifically to help support our ELL students.

We will continue to incorporate Focused Note Taking since we are seeing teachers utilize this strategy frequently. Our goal is to ensure that students have different ways to effectively take and use classroom notes. Focused Note Taking has shown to increase student retention of learning, by making connections and reviewing nightly.

Short Cycle Formative Assessment strategies will continue to be a concentrated area of focus for our school.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

**Title** ELA Overall Proficiency

**Rationale** To close the achievement gaps of our entire population.

**State the**

**measurable  
outcome the  
school plans to  
achieve**

Increase the percentage of students scoring at achievement level (3.0) on the FSA ELA assessment from 59% to 64%

**Person  
responsible for  
monitoring  
outcome**

Al Fabrizio (fabriza@martin.k12.fl.us)

**Evidence-based  
Strategy**

1. Short Cycle Formative Assessment
2. Focused Note Taking
3. Culturally Relevant Teaching
4. Flexible Grouping

1. Short Cycle Formative Assessment  
Utilization of Short Cycle Formative Assessment Process - which includes Common Formative Assessments, Classroom assessments, Common Quarterly Assessments (district provided), analyzing data to determine next instructional steps, providing feedback to students to support learning.

**Rationale for  
Evidence-based  
Strategy**

2. Focused Note Taking  
Emphasis on students taking notes that they will refer back to and use again and again.

3. Culturally Relevant Teaching  
Mindfulness of the needs of students - all students are different. Break barriers with building relationships

4. Flexible Grouping  
Teachers use data to group students and scaffold lessons - incorporating reach and extension activities. In some cases, teachers switch students to provide another way to support learning.

**Action Step**

**Description**

1. Intentional planning days for the 9 and 10 ELA teams.
2. Piloting the program ixl.com for our district to increase reading skills and strategies.
3. ELL planning and intervention days to support the ELL population at our school.
4. Short Cycle Formative Assessment where proficiency of the standard is at the core of the lesson.
5. Collaborative team process and the learning cycle.

**Person  
Responsible**

Shannon Arczynski (arczyns@martin.k12.fl.us)

#2	
<b>Title</b>	Subgroup Performance in All Tested Subjects
<b>Rationale</b>	Performance of students in subgroups in tested areas for ELA and Algebra and Geometry are below proficiency level
	<p>Increase the percentage of students scoring at achievement level (3.0) on the FSA ELA Grade 9 assessment:  Black 33% (8/24) to 45%, Hispanic 38% (72/190) to 45%, SWD 23% (15/66) to 30% ,  ELL 16% (16/98) to 28%</p> <p>Increase the percentage of students scoring at achievement level (3.0) on the FSA ELA Grade 10 assessment:  Black 21% (5/24) to 35%, Hispanic 38% (54/144) to 45%, SWD 22% (12/54) to 30% ,  ELL 13% (8/61) to 28%</p> <p>Increase the percentage of students scoring at achievement level (3.0) on the Algebra 1 EOC assessment:  Black 50% (9/18) to 60%, Hispanic 38% (46/120) to 54%, SWD 34% (19/56) to 39%,  ELL 30% (19/64) to 40%</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Increase the percentage of students scoring at achievement level (3.0) on the Geometry EOC assessment:  Black 32% (8/25) to 40%, Hispanic 50% (70/141) to 60%, SWD 30% (16/54) to 39%,  ELL 38% (24/63) to 45%</p> <p>Increase the percentage of students scoring at achievement level (3.0) on Biology EOC:  Black 36% (10/28) to 45%, Hispanic 58% (98/169) to 64%, SWD 49% (23/47) to 60%,  ELL 36% (27/74) to 45%</p> <p>Increase the percentage of students scoring at achievement level (3.0) on the US History EOC:  Black 65% (13/20) to 70%, Hispanic 64% (92/144) to 69%, SWD 71% (47/66) to 74% ,  ELL 44% (32/73) to 50%</p> <p>Increase/maintain the graduation rate from (2017-18):  Black 100% to 100%, Hispanic 76.5% to 81.5%, SWD 88.6% to 91.6%, ELL 56% to 61%, SED 80.9% to 85.9%</p>
<b>Person responsible for monitoring outcome</b>	Kristin Carbone (carbonk@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Short Cycle Formative Assessment; use of data to review and implement</li> <li>2. Collaborative Team process</li> <li>3. Culturally Relevant Teaching</li> <li>4. Flexible Grouping</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Short Cycle Formative Assessment</li> </ol> <p>Utilization of Short Cycle Formative Assessment Process - which includes Common Formative Assessments, Classroom assessments, Common Quarterly Assessments (district provided), analyzing data to determine next instructional steps, providing feedback to students to support learning.</p>



2. Focused Note Taking

Emphasis on students taking notes that they will refer back to and use again and again.

3. Culturally Relevant Teaching

Mindfulness of the needs of students - all students are different. Break barriers with building relationships

4. Flexible Grouping

Teachers use data to group students and scaffold lessons - incorporating reach and extension activities. In some cases, teachers switch students to provide another way to support learning.

Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Collaborative teams to review subgroup data</li> <li>2. Teachers use the Short Cycle Formative Assessment process</li> <li>3. Work with district ELL Coach</li> <li>4. Use of Focused Note Taking</li> <li>5. Provide all ELL students with access to word-to-word dictionaries and content specific glossaries</li> <li>6. Organize schedule for optimal use of Para Professionals to provide push-in support to ELL students</li> <li>7. Push in support from Support Facilitators in core content classes</li> </ol>
<b>Person Responsible</b>	[no one identified]

#3	
<b>Title</b>	Attendance Rate
<b>Rationale</b>	Data shows that our attendance rate is 83.8% Our focus on the Attendance Rate is 90%
<b>State the measurable outcome the school plans to achieve</b>	Students will maintain attendance at or above 90%.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Communication between school and parent/guardian.</li> <li>2. Attendance at or above 90% in order to be able to participate in school functions/activities.</li> <li>3. Relationship building between faculty and students.</li> <li>4. Intervention support</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	Evidence is found that higher attendance in school sustains sufficient GPA needed for graduation. Additionally, students are more likely to come to school when they care about a class or program. Tying 90% attendance expectations to extracurricular will increase attendance among those students participating.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. 1-3 Days Unexcused teacher calls/emails parent/guardian</li> <li>2. 4-6 Days Unexcused letter sent home</li> <li>3. 7-9 Days Unexcused letter sent home/phone call home ensuring contact with parent/guardian</li> <li>4. 10-14 Days Unexcused letter sent home and required meeting with parent/guardian</li> <li>5. 15+ Days Unexcused required meeting with parent, report to District</li> <li>6. Truancy support</li> </ol>
<b>Person Responsible</b>	[no one identified]

#4	
<b>Title</b>	Graduation Rate
<b>Rationale</b>	Our Graduation rate is current at 91% Our goal is for all students to graduate career and/or college ready.
<b>State the measurable outcome the school plans to achieve</b>	100% students will graduate within their cohort.
<b>Person responsible for monitoring outcome</b>	[no one identified]
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Short Cycle Formative Assessment utilization</li> <li>2. Collaborative Team process - refocus</li> <li>3. MTSS Process (core Problem Solving Team)</li> <li>4. Credit Recovery options for failed classes; scheduled</li> <li>5. Intervention course for Reading and Math graduation requirements.</li> <li>6. In School Testing for PERT, ACT, SAT</li> </ol> <p>1. Short Cycle Formative Assessment Utilization of Short Cycle Formative Assessment Process - which includes Common Formative Assessments, Classroom assessments, Common Quarterly Assessments (district provided), analyzing data to determine next instructional steps, providing feedback to students to support learning.</p> <p>2. Collaborative Team process - refocus We are working with teachers to strengthen the Collaborative Team Process so that teachers can pinpoint the successes of students and work to support areas of concern. Teams are regularly looking at student data and making important decisions to support student learning. With a focus on student learning, students will see the value in "doing school" and work towards an on-time graduation.</p> <p>3. MTSS Process (core Problem Solving Team) Our problem solving team is looking at seniors and juniors and keeping track of academic areas of concern and arranging for meetings with school staff, district staff, parents, and students to address student needs. This collaborative effort provides students with an opportunity to meet with a team of adults that are trying to help the student get to an on-time graduation. Team looks at specific interventions that may help the student turn around their grades (or attendance).</p> <p>4. Credit Recovery options for failed classes; scheduled Guidance counselors placed students in Credit Recovery classes both over the summer and in the fall for students that are missing much needed course credits. Ideally, students will recover the course grades needed for graduation.</p> <p>5. Intervention course for Reading and Math graduation requirements Students that have not met the ELA or Algebra 1 EOC requirements were placed into a Reading or Math course, depending on the needs of the student. The intervention teachers</p>
<b>Rationale for Evidence-based Strategy</b>	

are helping to scaffold the skill sets needed in order for students to be successful on the state required assessments.

#### 6. In School Testing for PERT, ACT, SAT

Students still needing to meet the state testing requirement for testing are encouraged to participate in the PERT assessment (11-12 grade) that is offered three times a school year. Students needing to meet the ELA assessment graduation requirement have the opportunity to take the Non-College Reportable ACT or SAT (12th grade only) tests on campus.

Action Step	
<b>Description</b>	1. Use of Intervention Specialist for students 2.3 GPA and below. 2. MTSS 3. Communication with student and parent/guardian
<b>Person Responsible</b>	[no one identified]

#5	
<b>Title</b>	Math: Algebra & Geometry Proficiency
<b>Rationale</b>	To close the achievement gaps of our entire population.
<b>State the measurable outcome the school plans to achieve</b>	<p>Increase the percentage of students scoring at achievement level (3.0) on the Math EOCs (Algebra 1, Geometry) assessment from 59% to 64%.</p> <p>Increase the percentage of the students overall making learning gains from 46% to 51% and from and the lowest 25% making learning gains from 50% to 55% on the Math EOCs (Algebra 1, Geometry) assessment</p>
<b>Person responsible for monitoring outcome</b>	Virginia Skinner (skinnev@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Short Cycle Formative Assessment</li> <li>2. Focused Note Taking</li> <li>3. Culturally Relevant Teaching</li> <li>4. Flexible Grouping</li> </ol> <p>1. Short Cycle Formative Assessment Utilization of Short Cycle Formative Assessment Process - clarifying the learning intention, collecting student evidence from at the hinge point in a lesson, providing students with feedback that moves learning forward, utilizing students as learning resources, having student reflect on their understanding and learning. This utilization includes the use of Common Formative Assessments, Classroom assessments, Common Quarterly Assessments (district provided), analyzing data to determine next instructional steps, providing feedback to students to support learning.</p>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>2. Focused Note Taking Emphasis on students taking guided notes utilizing the focused note taking strategies and that they will refer back to and use again and again.</li> <li>3. Culturally Relevant Teaching Mindfulness of the needs of students - all students are different. Break barriers with building relationships</li> <li>4. Flexible Grouping Teachers use scaffold lessons - incorporating reach and extension activities. In some cases, teachers switch students to provide another way to support learning.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Intentional planning days for the Algebra and Geometry teams.</li> <li>2. Instructional Strategies professional learning provided by district office - for new educators.</li> <li>3. Use of Math Nation and Math XL</li> <li>4. Short Cycle Formative Assessment where proficiency of the standard is at the core of the lesson.</li> <li>5. Collaborative team process and the learning cycle.</li> </ol>
<b>Person Responsible</b>	[no one identified]

#6	
<b>Title</b>	Advance Placement and AICE Courses
<b>Rationale</b>	Based on previous years data concerning college and career readiness, we identified a need to provide additional courses such as the AICE courses, that would adequately prepare students for the rigor of college and future careers. Additionally, we would like to see all of our Advanced Placement courses performing at or above the global pass rates in order to ensure that our students are successful after high school.
<b>State the measurable outcome the school plans to achieve</b>	Increase the percent of students earning a score on Advance Placement and/or AICE assessment so that each course meets or exceeds the national/international proficiency averages.
<b>Person responsible for monitoring outcome</b>	Al Fabrizio (fabriza@martin.k12.fl.us)
<b>Evidence-based Strategy</b>	<p>Focused Note Taking</p> <p>Short Cycle Formative Assessment</p> <p>Social Studies Professional Learning Community</p> <p>Collaborative team for General Paper AICE Course</p> <p>AP Classroom</p> <p>As a school, we are providing professional learning on the Short Cycle Formative Assessments to ensure that teachers have the necessary skills to monitor student progress and make immediate instructional adjustments.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>With Focused Note Taking trainings, teachers are provided strategies that enhance student interaction with the note taking process allowing students to develop deeper connections to the content.</p> <p>A particular area of need based on AP data was our social studies department. As a whole, the pass rates for the AP social studies were lower than the global average. This year, we implemented the formation of an AP Social Studies Collaborative Team which focuses on skill based instruction to assist our teachers in remediation and enrichment activities.</p> <p>Additionally, a General Paper Collaborative team was formed to allow teachers to collaborate. Implementation of new resource, AP Classroom, to provide students with resource for the AP Test.</p>
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide Training - All AICE Teachers attended trainings, new AP Teachers and courses with remodeled courses will attend training</li> <li>2. Short Cycle Formative Assessment Training</li> <li>3. Focused note taking training</li> <li>4. Collaborative Team Meetings</li> <li>5. AP Classroom Training</li> </ol>
<b>Person Responsible</b>	Jamie Herd (herdj@martinschools.org)

**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).**

Biology: Although student proficiency remained at 73% and well above the state average the school will work to continue to see gains in the ELL, SWD, Black, and Hispanic student population. Evidence based strategies being used include: short cycle formative assessment, focused note-taking, culturally relevant teaching, and flexible grouping. The biology collaborative team will track and review student subgroup data through formative and summative assessment data and implement directed differentiation, remediation, and enrichment as needed as identified.

US History: Although student proficiency increased to 80% and well above the state average, it still remained lower than the district average. The school will work to continue to see gains in the ELL, SWD, Black, and Hispanic student population. Evidence based strategies being used include: short cycle formative assessment, focused note-taking, culturally relevant teaching, and flexible grouping. The biology collaborative team will track and review student subgroup data through formative and summative assessment data and implement directed differentiation, remediation, and enrichment as needed as identified.

**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.**

MCHS utilizes several avenues to maintain communication, increase involvement and keep parents informed of their child's progress, such as, but not limited to:

FOCUS, a web-based electronic grading system reflecting up-to-date grades and attendance information, MCHS's website that includes "Alert Messages", photos of events, and school events and information. The website is continually updated with information, links and calendars to provide access to all students, parents and community members. We also use Blackboard Connect to send messages home to students and parents about important information such as test dates, key events, and more. An "All Call" goes home to parents when students miss one or more classes. Our Athletic Director has set up a website and social media pages to engage our students, parents, and community members and share the world of MCHS athletics. A school social media 'twitter' has been created and is used to share information and photos as appropriate. Individual teachers and smaller groups use Remind 101 to communicate with classes, teams, clubs and other groups.

For specific parents groups, we have hosted AVID/Cambridge Parent Nights which set out to explain the benefits and expectations of participation. Our ELL department hosted a parent night for Spanish speaking parents. This presentation was offered in Spanish-so parents had an opportunity to engage in conversation about our school and our systems in place to help students. Our Guidance Department also hosts Parent Nights to provide parents with valuable information: Senior Night, Financial Literacy, FAFSA, etcetera.

Our Volunteer Coordinator works closely with school employees, club and class sponsors, and the

district volunteer coordinator as a liaison to the parent volunteers. MCHS set goals to increase participation of parents participating in school events, such as, parent conferences. Parents are also essential members and decision makers on the School Advisory Council at MCHS.

#### **PFEF Link**

The school completes a Parental Involvement Plan (PFEF), 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.**

- Guidance - Services are available for all students in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study skills, home/school/social concerns, or any topics students feel they would like to discuss with the counselor. Counselors work in conjunction with School Social Workers, Intervention Specialists, and the District Graduation Coach to meet the social, emotional and academic needs of the students.
- Positive Behavior Supports – Tier 1: Process and procedures intended for all students and staff. Tier 2: Designed to address behavioral issues among groups of students with similar problem behavior or behaviors that seem to occur for the same reasons. Tier 3: Reflect school-wide expectations for student behavior coupled with team based strategies to address problematic behaviors of individual students.
- Mentoring: At-Risk seniors will meet with the Academic Support Intervention teacher who addresses attendance, academic progress and methods to overcome challenges.

An Advanced Placement Ambassador program was created to help support students needing extra assistance in all courses. 9/10th grade students taking Advanced Placement courses are assigned an upperclassman AP student as a mentor. After an orientation breakfast, scheduled times are required for follow-up and support.

- School Resource Officer Program - Designed to improve the relationship between the law enforcement community and the students in Martin County. The SROs (2) are permanently assigned to the school and are available for informal counseling and classroom presentations involving law enforcement related topics. The SROs are full-time deputy sheriffs with the authority to investigate any criminal matters that concern the school or the students. The Resource Officers are available for parent/teacher conferences and will assist in any possible way to help a students.
- Check-in/Check-out - For academic support, students meet with an academic support teacher weekly, bi-weekly, or monthly - depending on the need.

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

Martin County High School provides many strategies to support incoming and outgoing cohorts of students in their transition from one school level to another.

For the incoming 9th grade cohort, MCHS provides:

Freshmen orientation (spring and fall)

Middle School registration process - counselors visit the middle schools to register incoming 9th graders

IEP Transition meetings

504 Transition Meetings

CTE Program Exposure

CTE Showcase

Private School Night

For the 12th grade cohort, MCHS provides:



Post-secondary planning/Senior Exit meetings  
College & Career Fair  
Senior Assembly  
Financial Aid night  
College visits (through CTE, classes, & lunches)  
CTE Certification  
PD for Post-Secondary Transitions  
"Becoming a College Athlete"  
College Knowledge via Prowl  
SAT Tutoring  
English Teachers assisting in essay writing

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

The leadership team meets weekly/bi-weekly ensuring that district, school, and SIP goals are being executed with fidelity. Together, the stakeholders, brainstorm, analyze data and create a progress monitoring plan to ensure continuous improvement and process.

The MTSS team consists of the Assistant Principal, Guillermo Orozco; Prevention Intervention Program Specialist, AJ Diaz; ESE Team Leader, Judy Edwards; Literacy Coach, Shannon Arczynski; ELL Teacher; Academic Support Intervention teacher, Chessa Zanfini; School Psychologist, Alice Lemond, Speech Therapist, Niki Aronoff; all guidance counselors, and additional individuals based on needs.

The MTSS team meets weekly to review school-wide data, student/teacher data, as well as discipline and attendance data to define whether the problem is core instruction related or individual student related. The basic functions of the team are to look at gap analysis, ensure that interventions are being implemented with fidelity, verify that teachers have the support necessary to implement the interventions, collect accurate data, and implement research-based, data-based interventions to address both the core and individual student response.

Student academic performance data is collected through informal, formal, formative and summative assessments.

The following resources are utilized to collect and guide data-driven decision making: Focus, district assessments, Performance Matters data, teacher input, and student samples. The team collaborates to generate research-based interventions that will best fit the student's needs. MCHS has adopted the Positive Behavioral Interventions and Supports program and uses Rtl:B state data management system to gather discipline and behavior data.

MCHS integrates all federal, state, and local programs that impact the school:

Research-based resources funded by federal and local funds.

SIP objectives reflect the research-based strategies with a focus on achieving state and district priorities.

Partnerships are established.

Coordination and scheduling of instructional programs.

Parent information programs.

Brochures/referrals for parent and student support from guidance department, school nurse and other school/district personnel.

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

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

College and Career Fair offered in the fall which includes small group workshops, hands-on opportunities to explore different careers, and personal interaction with local college and career specialists.

IRSC Dual Enrollment Coordinator, Emily Mass, holds meetings during school with students and evenings with parents to inform college and CTE options available during high school and after. Every dual enrollment student must attend an overview introductory meeting prior to enrollment, which is held at the Chastain Campus or assigned high school. Sherise Hobson, Counselor and Advisor, visits campus in the spring to meet with students who may need access to the Office of Accessibility to address accommodations and transition to college. HBCU (Historically Black Colleges and Universities) and HIS (Hispanic Serving Institutions) hold an annual Recruitment Tour during school for students and evenings for parents.

## Part V: Budget

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

1	III.A.	Areas of Focus: ELA Overall Proficiency				\$0.00
2	III.A.	Areas of Focus: Subgroup Performance in All Tested Subjects				\$3,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0031 - Martin County High School	School Improvement Funds		\$400.00
			Notes: Software that includes professional development materials that we will start utilizing this year for SCFA			
			0031 - Martin County High School	School Improvement Funds		\$3,000.00
			Notes: Assessment Conference - Dylan William			
3	III.A.	Areas of Focus: Attendance Rate				\$0.00
4	III.A.	Areas of Focus: Graduation Rate				\$0.00
5	III.A.	Areas of Focus: Math: Algebra & Geometry Proficiency				\$0.00
6	III.A.	Areas of Focus: Advance Placement and AICE Courses				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0031 - Martin County High School			\$7,000.00

	<i>Notes: Workshops and Training for teachers. plus travel and hotel costs. 10 Teachers x \$700 = \$7,000</i>	
<b>Total:</b>		<b>\$10,400.00</b>