Santa Fe High School

2020-21 Schoolwide Improvement Plan

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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: 6/15/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2019-20 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%)
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 was approved by the Alachua County School Board on 10/6/2020.

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.

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16213 NW US HIGHWAY 441, Alachua, FL 32615

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	62%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Wright, Timothy	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 Wright 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. Wright 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. Wright 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.
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

Name	Title	Job Duties and Responsibilities
		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 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.
Rendek, David	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 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,

Name	Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date
Monday 6/15/2020, Timothy Wright

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Total number of teacher positions allocated to the school
48

Demographic Data

2020-21 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
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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](#).	

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	29	290	290	254	283	1146
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	53	39	45	56	193
One or more suspensions	0	0	0	0	0	0	0	0	0	11	15	7	12	45
Course failure in ELA	0	0	0	0	0	0	0	0	0	17	28	1	7	53
Course failure in Math	0	0	0	0	0	0	0	0	0	19	19	9	9	56
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	71	40	47	54	212
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	58	52	57	66	233

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	70	47	52	51	220

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	

Date this data was collected or last updated

Monday 6/15/2020

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	
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

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	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	

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	
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

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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	

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	
	(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.

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%	2
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%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	54

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0

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.

During the 2018/2019 school we focused on our lowest quartile in reading. Our progress monitoring tool indicated the curriculum (Teen-gagement) as well as the loss of power hour, which enabled students to get tutoring, were lacking. Students with disabilities were also a focus due to low test scores in both reading and math. A contributing factor to their low performance was that our ESE classes lacked the rigor necessary to show growth.

Due to the loss of power hour, our African American students lost the ability to receive tutoring during the school day. This contributed to their low performance. Transportation was also a contributing factor because students were not provided transportation so they could not stay after school for tutoring.

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

During the 2018-2019 school year our greatest decline was in reading at 27% proficiency for the lowest quartile. The district curriculum that we used did not meet the needs of our students.

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 reading also showed the greatest gap when compared to the state average. Our district curriculum and loss of power hour contributed to this gap.

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

Our greatest improvement came in our learning gains in math. We improved from 49 to 59 %. We used a co-teach model by which another skilled math teacher was in the classroom working with struggling students on a daily basis.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

From experience we know that Attendance and a growing transient population that enters unprepared for the rigor as well as credit deficient have become a major focus.

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

1. Increasing Gains of the Lowest Quartile in ELA: Increase by 3 percentage points annually, or 1 percentage
point over the highest of the last 3 years, which ever is greater.
2. Increasing Gains of the Lowest Quartile in Math: Increase by 3 percentage points annually, or 1 percentage
point over the highest of the last 3 years, which ever is greater.
3. Reduce the Racial Achievement gap in ELA: Raise the achievement gap of African American students in ELA
by 3 percentage points.
4. Reduce the Racial Achievement gap in Math: Raise the achievement gap of African American students in Math
by 3 percentage points.
5.Disproportionate Discipline:
Reduce the number of out of school suspensions for African American students by at least 15%.
Increase participation of African American students in advanced and accelerated courses and programs by 2
percentage points annually.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Equity for African American Students.We are looking to reduce and close the achievement gap between African American students and their peers at Santa Fe High School. African American students will be encouraged to take courses of academic rigor and /or AVID classes.
Measurable Outcome:	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. The African-American subgroup score will rise to 41% from 38%.
Person responsible for monitoring outcome:	Timothy Wright (wrightte@gm.sbac.edu)
Evidence-based Strategy:	Provide and leverage additional instructional time Personalized, differentiated instruction Small group instruction Ample social supports Rigorous, standards-based instruction. AVID strategies used building wide Supplemental technological support programs such as Achieve 3000 and Kahn Academy.
Rationale for Evidence-based Strategy:	For the strategies listed above, the goal is to provide instructional time and opportunities to help students improve on their academic abilities and success on state assessments. Based on our 2018/19 data we will implement Power Hour and our use of PBIS as a way to provide support for our students and allow for additional intervention time as well as incentive to works towards improvement.

Action Steps to Implement

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

Person Responsible Timothy Wright (wrightte@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	For our students with disabilities we have increased the rigor by making all core classes co-facilitation. With this, our General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability. We also had our faculty trained in AVID strategies to increase the engagement of all students. Through Power Hour, a multi-tiered system of supports (MTSS) and problem-solving process is consistently used by school personnel to ensure progress in the general education curriculum, across all grades and settings, for all students with and without disabilities.
Measurable Outcome:	The SWD subgroup score will raise to 41% from 29%.
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. We also re-implemented power hour to provide tier 2 and 3 interventions.

Action Steps to Implement

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. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	For ELA, focus is on the learning gains of the Lowest Quartile. Based on 2018/19 FSA results, the ELA Lowest Quartile scored below both District and State proficiency levels which effected the overall ELA proficiency and learning gain subgroups. Through focusing on the Lowest Quartile, gains can be made in all three ELA subgroups.
Measurable Outcome:	The Lowest Quartile will improve learning gains to 46% from 27%.
Person responsible for monitoring outcome:	Bonnie Bing (bingam@gm.sbac.edu)
Evidence-based Strategy:	Small Group Instruction will be provided. Differentiated Instruction will be provided. Achieve 3000 will work as an additional supplemental support for the Reading classroom. Additional instruction will be provided during Power Hour.
Rationale for Evidence-based Strategy:	The strategies outlined above will provide for specific, intensive, and focused instruction for students who make up the Lowest Quartile. It provides differentiated instruction to meet the needs of the individual students as well as providing opportunities to manipulate the information in different mediums.

Action Steps to Implement

No action steps were entered for this area of focus

#4. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	African-American students will increase participation in advanced courses. In order to provide greater equity and opportunity to all students, specifically African-American students, opportunity through AVID and AP courses, such as AP Capstone or AP Computer Science Principles, will increase.
Measurable Outcome:	Increase the AP participation among African-American students from 10% to 20% of the subgroup population.
Person responsible for monitoring outcome:	Bonnie Bing (bingam@gm.sbac.edu)
Evidence-based Strategy:	Professional Development for teachers on equity and inclusive classrooms. AVID Instructional Strategies AP Recruitment through Student Services. Power Hour tutoring to provide support for success in higher level courses.
Rationale for Evidence-based Strategy:	The strategies listed above will help to provide an inclusive classroom and campus environment that promotes higher level learning for all students, including African-American students. Specifically using measures to recruit African-American students for higher level courses and providing academic support will help promote and retain students in these courses.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Due to repeated low performance in the subgroups of: students with disabilities and African American students, we decided to focus our priorities on these two subgroups . Santa Fe High School will increase it's lowest quartile in reading and our lowest quartile in math during the 2020-2021 school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We have implemented school wide the PBIS program. We also have built a culture of transparency with the use of Skyward and our daily updated school website, and parents have access to students' progress monitoring at all times. We frequently send out surveys to monitor parent and student concerns. During the pandemic parents were called by school administration twice during the six weeks for concerns. Teachers were encouraged to initiate weekly parent conversations. Teachers participated a weekly zoom faculty meeting to discuss student and parent concerns.
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. 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 are also partnering with the City of Alachua through their Youth Educational Support Services (YESS) for tutoring of Santa Fe's Students 4 days a week in Math, Language Arts, and Reading. This program provides remediation for struggling students as well as transportation home at the end of the day.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: African-American	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
		Total:	$0.00