Alachua County Public Schools

Santa Fe High School

2021-22 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: 7/15/2020

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	67%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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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 work together to create an academically rigorous curriculum in a safe and positive environment that is also culturally responsive. We continue to develop, support, and maintain powerful teaching and learning. We use innovative techniques to enhance life-long learning through the use of technology and varied instructional strategies. We celebrate our diversity within a positive school atmosphere. We recognize accomplishments, promote good sportsmanship, and appreciate the unique qualities of each individual. We 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	Position Title	Job Duties and Responsibilities
Brown, Jr.	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 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.
Wright, Timothy	Principal	The Principal's job is to provide our community with the vision for the year and ways we will work collaboratively 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

Name	Position Title	Job Duties and Responsibilities
		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.
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	Position 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

Wednesday 7/15/2020, 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.*

1

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.*

11

Total number of teacher positions allocated to the school

45

Total number of students enrolled at the school

1,129

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	295	275	303	256	1129
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	49	56	47	192
One or more suspensions	0	0	0	0	0	0	0	0	0	14	10	14	8	46
Course failure in ELA	0	0	0	0	0	0	0	0	0	50	64	57	42	213
Course failure in Math	0	0	0	0	0	0	0	0	0	58	74	66	33	231
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	71	40	47	54	212
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	58	52	57	66	233
Number of students with a substantial reading deficiency	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	82	99	77	72	330

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

Thursday 6/24/2021

2020-21 - 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	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	

2020-21 - 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	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

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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

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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 Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				51%	59%	56%	54%	57%	56%
ELA Learning Gains				43%	52%	51%	48%	55%	53%
ELA Lowest 25th Percentile				27%	39%	42%	39%	41%	44%
Math Achievement				56%	54%	51%	51%	48%	51%
Math Learning Gains				59%	54%	48%	49%	43%	48%
Math Lowest 25th Percentile				49%	48%	45%	46%	37%	45%
Science Achievement				53%	68%	68%	62%	67%	67%
Social Studies Achievement				74%	75%	73%	76%	73%	71%

Grade Level Data Review - State Assessments
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	2021					
	2019	55%	60%	-5%	55%	0%
Cohort Comparison						
10	2021					
	2019	46%	55%	-9%	53%	-7%
Cohort Comparison		-55%				

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
2021					
2019	56%	66%	-10%	67%	-11%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	75%	71%	4%	70%	5%

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	28%	56%	-28%	61%	-33%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	50%	48%	2%	57%	-7%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

SFHS used the District Progress Monitoring Tool, AIMS, to assess each grade level in each of the state mandated testing areas.

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64	47	56
	Economically Disadvantaged	58	40	54
	Students With Disabilities	49	40	44
	English Language Learners	51	35	47
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	24	30
	Economically Disadvantaged	34	24	29
	Students With Disabilities	33	24	29
	English Language Learners	34	15	25
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	64	46
	Economically Disadvantaged	53	60	49
	Students With Disabilities	40	42	39
	English Language Learners	48	60	64
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38	33	54
	Economically Disadvantaged	36	31	48
	Students With Disabilities	35	37	43
	English Language Learners	40	44	42
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	48	39	49
	Economically Disadvantaged	44	36	44
	Students With Disabilities	39	33	37
	English Language Learners	47	31	37
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	56	61	62
	Economically Disadvantaged	49	55	56
	Students With Disabilities	37	40	31
	English Language Learners	40	37	44

Grade 12				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	24	47	39	27	28	36	30	25		83	26
ELL	31	46									
BLK	28	36	26	15	30	39	19	48		96	38
HSP	59	53	55	37	31		71	60		85	82
MUL	57	68		19	27		57	40		91	70

2021 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 2019-20	C & C Accel 2019-20
WHT	64	62	40	45	30	53	66	83		93	71
FRL	39	49	41	26	31	47	43	59		89	50

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	584
Total Components for the Federal Index	11
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	59
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	54
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	61
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In reviewing both Progress Monitoring data from 2020-21, 2019 state assessment data, and 2021 assessment data, there were trends among each core content area. In ELA, scores improved among both 9th and 10th grade in comparison with the 2019 scores for all students overall. Within the progress monitoring scores of ELA though, both the SWD and ELL subgroup performed below their peers. In Math, there was a significant decrease amongst all students in comparison with 2019. In Science (Biology EOC), scores maintained overall in comparison with 2019 scores. Progress Monitoring showed that both the ED, SWD, and ELL subgroups scored lower than their peers. In Social Studies (US History EOC), students scored slightly lower than those students in 2019 overall, with progress monitoring also showing that the ED, SWD, and ELL subgroups scoring lower than their peers.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the data provided, the greatest need for improvement is within math. Of all the tested core content areas, math showed the greatest decrease in proficiency between the 2019 and 2021 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There were multiple contributing factors in this need for improvement. First, due to the initial COVID shutdown in 2020, many of these students went without in-person math instruction for 6 months. Therefore, they did not have the base skills needed to be successful. Therefore, much of the start of the school year was used to provide remediation of the skills that were missed due to the initial shutdown. Also, the back and forth with the digital academy due to quarantine was not conducive to the educational environment. Actions to address these needs include students being back on campus for brick and mortar learning, implementing tutoring sessions both during Power Hour and after school, and using supplementary materials such as Kahn Academy and the Kuta software.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the data provided, the area in which the most improvement was shown was within ELA. Standardized scores for both 9th and 10th grade students showed improvement in 2021 compared to the scores from 2019.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors in the improvement of our ELA scores include the use of Power Hour tutoring sessions, the Achieve 3000 software within our Intensive Reading and Learning Strategies classes, as well as small group instruction in those courses. Also, other content areas such as Social Studies, using reading strategies within their classrooms to help emphasize and reinforce reading skills.

What strategies will need to be implemented in order to accelerate learning?

Multiple strategies will be implemented to accelerate learning. First and foremost, improving attendance during COVID through incentives in our PBIS program will help accelerate learning. Within the classroom, using high-level strategies such as AVID strategies will help improve both instruction and learning within the classroom, which will affect the acceleration of learning. Tutoring opportunities and one-on-one instruction for our struggling students will be provided daily during Power Hour as well as through our After-school tutoring program.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our faculty will participate in monthly AVID trainings which go over high-quality teaching practices that can be implemented within the classroom across all curriculum. In addition, teachers will be provided professional development opportunities monthly within their department meetings that is specific to their content area. Also, they are provided district level professional development through trainings at the district level specific to their content area.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services beyond what was previously mentioned include partnerships with outside groups to help sustain the improvement of at-risk students. These groups include the mentorship program through the Take Stock in Children Scholarship Program and the mentorship program through the Mariano Rivera Foundation. Tutorship programs through the City of Alachua will also be continued to help provide support to both the students and the school. Also, through the AVID elective, once completed, the students will be streamlined into the AP Capstone program in an effort to provide rigor and high-level instruction as well as the AICE General Papers English course.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	In reviewing the data of both state and district progress monitoring assessments, math showed the greatest decrease in proficiency amongst all students as well as the individual subgroups.
Measurable Outcome:	The school plans to achieve a goal of increasing proficiency by 5% from the previous school year. This increase is for all students, as well as individual subgroups.
Monitoring:	This will be measured through a variety of data sources, include classroom data such as grades, district progress monitoring data through AIMS, and formative data through the state EOC's.
Person responsible for monitoring outcome:	Timothy Wright (wrightte@gm.sbac.edu)
Evidence-based Strategy:	The evidence-based strategy implemented for this Area of Focus will be in the area of number sense and operations, fractions, and algebraic reasoning.
Rationale for Evidence-based Strategy:	Using the strategies of focus will increase the proficiency as it provides the skills necessary to be successful on the Algebra 1 EOC.

Action Steps to Implement

In order to increase proficiency with the use of these strategies, each strategy will be embedded within the math classroom throughout the year. In addition to embedding it within the classroom, additional tutoring/ practice sessions with these strategies will be implemented during both Power Hour, as well as After-school math tutoring. Data will be collected in order to remediate these skills in an effort to provide the most opportunity to interact with these skills.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Although ELA showed growth in relation to overall proficiency for all students, there is need for continuous improvement from our students within the subgroups of Economically Disadvantaged, Students with Disabilities, and English Language Learners. Each of these sub-groups scored below their peers.
Measurable Outcome:	The goal is to increase proficiency by 5% in ELA for the subgroups of Economically Disadvantaged, Students with Disabilities, and English Language Learners.
Monitoring:	This will be measured through a variety of data sources, include classroom data such as grades, district progress monitoring data through AIMS, and formative data through the state EOC's.
Person responsible for monitoring outcome:	David Rendek (rendekdm@gm.sbac.edu)
Evidence-based Strategy:	For this Area of Focus, intensive small group instruction will be provided to focus and differentiate the skills needed to reinforce proficiency in vocabulary and reading comprehension.
Rationale for Evidence-based Strategy:	The use of small groups allows the teacher to target specific areas of needed growth and differentiate the materials to meet the individual needs of each student. This provides targeted instruction specific to the student for a chance to provide optimal growth.

Action Steps to Implement

The use of the previous year's data, as well as continuous classroom and progress monitoring data will drive the small group instruction. Using the data, each students areas of growth will be specifically targeted and taught within the small group in an effort to measure and gauge their level of proficiency. Data chats will occur with students and they will track their reading growth. Additional help will also be provided during Power Hour as well as After-school tutoring.

Person Responsible	David Rendek (rendekdm@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	Students that make up the African-American subgroup performed lower in all tested areas than their peers. These tested areas include ELA, Math, Biology, and US History.
Measurable Outcome:	The African-American subgroup of students will increase their proficiency in all tested areas, ELA, Math, Biology, and US History, by at least 5%.
Monitoring:	This will be measured through a variety of data sources, include classroom data such as grades, district progress monitoring data through AIMS, and formative data through the state EOC's.
Person responsible for monitoring outcome:	Lawson Brown, Jr. (brownl@gm.sbac.edu)
Evidence-based Strategy:	Through AVID, students will be taught high-level instructional strategies that can be implemented across multiple content areas. These include organizational strategies, reading strategies, note-taking strategies, as well as strategies on how to be successful with a rigorous curriculum.
Rationale for Evidence-based Strategy:	AVID focuses on helping students succeed within the academic setting, specifically those that make up the ESSA subgroups. It helps to create a positive academic environment that promotes educational strategies for success in the classroom in all content areas.

Action Steps to Implement

All teachers are trained in AVID strategies, providing them resources to help meet the needs of the students that make-up the ESSA subgroups. The use of these strategies and their success are tracked through classroom data, progress monitoring data, and formative state assessments. These data points help drive instruction and provide an understanding on which AVID strategies to implement for each individual student.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students that make up the Students with Disabilities subgroup performed lower in all tested areas than their peers. These tested areas include ELA, Math, Biology, and US History.
Measurable Outcome:	The Students with Disabilities subgroup of students will increase their proficiency in all tested areas, ELA, Math, Biology, and US History, by at least 5%.
Monitoring:	This will be measured through a variety of data sources, include classroom data such as grades, district progress monitoring data through AIMS, and formative data through the state EOC's.
Person responsible for monitoring outcome:	Lawson Brown, Jr. (brownl@gm.sbac.edu)
Evidence-based Strategy:	Through AVID, students will be taught high-level instructional strategies that can be implemented across multiple content areas. These include organizational strategies, reading strategies, note-taking strategies, as well as strategies on how to be successful with a rigorous curriculum.
Rationale for Evidence-based Strategy:	AVID focuses on helping students succeed within the academic setting, specifically those that make up the ESSA subgroups. It helps to create a positive academic environment that promotes educational strategies for success in the classroom in all content areas.

Action Steps to Implement

All teachers are trained in AVID strategies, providing them resources to help meet the needs of the students that make-up the ESSA subgroups. The use of these strategies and their success are tracked through classroom data, progress monitoring data, and formative state assessments. These data points help drive instruction and provide an understanding on which AVID strategies to implement for each individual student.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data provided by the Florida School Safety Dashboard, the discipline incident ranking for Santa Fe was high as 4.5 incidents happened per 100 students, with drug related incidents acting as the highest indicator. In order to monitor the school culture and environment Santa Fe will be implementing a robust PBIS program to help curb the unwanted behaviors. The PBIS program will track student behavior and provide rewards for positive behavior. Through PBIS, students will be able to purchase items through our school store, as well as be eligible for quarterly events for those who display positive behavior. These events are coordinated with community stakeholders as well, who will help invest in our students through mentorship programs in conjunction with PBIS. The use of PBIS should help reduce the total number of incidents on campus and promote positive characteristics displayed by students. Overall discipline data will be tracked and monitored through Skyward, with necessary interventions provided through our PBIS program.

In an effort to help reduce drug-related offenses, students who have an offense of this nature will participate in the district provided BASE program. This program provides specific related drug education to help in an effort to promote a drug-free campus and make students aware of the dangers in these choices. Also, community services in counseling will be provided to these students to support positive choices needed to be made at school.

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.

At Santa Fe High School, our positive school culture and environment is built through our PBIS Program (Positive Behavior Implementation System). Through PBIS, we teach our students the importance of having Raider PRIDE. Through this they learn how to display Perseverance, Respect, Integrity, Determination, and Engagement. These character traits are explicitly taught in an effort to promote the positive school culture and environment that is most conducive to high-level learning. Through the PBIS program, students are rewarded when they do something well academically or behaviorally through the Raider Reward program. Through the reward program, students can earn incentives such as a school sporting events tickets, school apparel, school supplies, and other items in an effort to help encourage students to both come to school and then perform at a high-level while they are at school. Also, there are quarterly reward incentives through PBIS that our teachers nominate students who show those previously mentioned character traits

also in an effort to help build a positive culture.

Along with PBIS, our Student Government works year around to help promote and build a positive school environment. These students ingratiate themselves amongst their peers and works towards building relationships within their grade-level promoting what it means to be a Raider. This begins with Freshman success day, where SGA teaches our new freshman class the ins-outs of everyday life at Santa Fe and continues throughout the year with a multitude of events put together by SGA that encourages and promotes a positive school culture and environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All stakeholders have a role in promoting a positive culture and school environment. The SFHS administration helps attribute to promoting a positive culture and school environment through facilitating the PBIS program overall throughout the school as well as the day-to-day operations of the school. They also gain support from the community through the School Advisory Council which consists of school faculty, parents, and business community members. They also encourage their staff to reach out to the parents and community to help provide positive support to the students within their classrooms. Teachers help promote a positive culture by implementing the PBIS program within their classrooms daily, as well as keep parents abreast of everything happening within their class. They also reach out to community partners with any needs they may have that would help support a positive culture and environment within the school. Parents help promote a positive culture and environment through their support of both the students, teachers, and school as a whole. Examples include participating on the School Advisory Council and within an athletic/ extra-curricular activity Booster Club. Community members also promote a positive culture and environment through their participation in the School Advisory Council, as well as volunteering their efforts in our mentoring programs such as Take Stock in Children, and also by contributing financially in areas where support is needed.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: Instructional Practice: Math**	**$0.00**
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
3	**III.A.**	**Areas of Focus: ESSA Subgroup: Black/African-American**	**$0.00**
4	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**	**$0.00**
		Total:	**$0.00**