Matanzas High School

2022-23 Schoolwide Improvement Plan

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Matanzas High School

3535 PIRATE NATION WAY, Palm Coast, FL 32137

www.flaglerschools.com

Demographics

Principal: Kristin Bozeman

Start Date for this Principal: 8/1/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 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	2021-22: B (54%) 2018-19: B (58%) 2017-18: 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	ATSI
* 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 Flagler 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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3535 PIRATE NATION WAY, Palm Coast, FL 32137

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	50%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement.

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Bozeman, Kristin	Principal	Ms. Bozeman is the Instructional Leader for Matanzas High School, which includes leading all faculty and staff toward achievement of the school's mission, vision and goals for the year.
Novak, Sara	Assistant Principal	Ms. Novak is the Assistant Principal for Curriculum, including guidance and professional development.
Snell, Nancy	Reading Coach	As Instructional Literacy Coach, Ms. Snell monitors fidelity of implementation of instruction in Reading and ELA classrooms, in particular for our lowest quartile students. She supports and coaches all teachers in the use of literacy strategies.
Roe, Robert	Graduation Coach	Mr. Roe works with our students who are at-risk to graduate on academic interventions including credit recovery. He maintains records of student progress toward graduation and meets with students and families to create pathways to on-time graduation.
Ossler, Jeremy	Instructional Coach	Mr. Ossler is our CTE coach. He works with our career and technical education program teachers on instructional strategies and implementation and attainment of industry certifications for college and career acceleration.
Brock, Savannah	Assistant Principal	Ms. Brock is our Assistant Principal for ESE (Exceptional Student Education) and oversees compliance and instructional leadership for our ESE teachers and all of our students with disabilities.
Scott, Joshua	Assistant Principal	Mr. Scott is our Assistant Principal for Testing and Data. He is our lead on data analysis and breakdown as well as working with our math department as instructional leader.
Terry, Fred	Assistant Principal	Mr. Terry is the Assistant Principal over Facilities and Discipline. In this position he oversees the implementation of discipline procedures and PBIS (Positive Behavior) supports in the school.

Demographic Information

Principal start date
Monday 8/1/2022, Kristin Bozeman

Number of teachers with a 2022 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 2022 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.*

12

Total number of teacher positions allocated to the school

110

Total number of students enrolled at the school

2,035

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

11

Identify the number of instructional staff who joined the school during the 2022-23 school year.

25

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Friday 8/19/2022

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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	

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	

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	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	

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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	51%	51%				59%	72%	56%
ELA Learning Gains	49%						51%	61%	51%
ELA Lowest 25th Percentile	39%						37%	37%	42%
Math Achievement	43%	35%	38%				52%	59%	51%
Math Learning Gains	38%						52%	51%	48%
Math Lowest 25th Percentile	25%						45%	46%	45%
Science Achievement	72%	39%	40%				61%	68%	68%
Social Studies Achievement	66%	38%	48%				72%	72%	73%

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

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
2022					
2019	58%	68%	-10%	67%	-9%
CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	72%	-1%	70%	1%
ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State
2022					
2019	42%	60%	-18%	61%	-19%
GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	61%	-7%	57%	-3%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	38	29	20	28	19	27	33		80	24
ELL	32	57	42	33	27					100	53
ASN	75	53		62				85		94	94
BLK	25	37	31	28	29	17	52	35		88	51
HSP	45	41	32	38	35	17	59	71		91	55
MUL	48	57	54	38	43		67	68		88	52
WHT	59	53	44	47	40	31	78	69		95	59
FRL	42	46	38	34	36	27	61	58		92	52

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	20	27	14	30	23	11	22	30		90	15
ELL	11	56	67	25	18		20	50		100	50
AMI	40	43									
ASN	50	17		50				56		100	69
BLK	30	34	23	22	16	10	39	42		93	37
HSP	59	59	40	34	18	30	62	65		94	59
MUL	64	52		18	8		64	63		100	40
WHT	57	44	35	39	19	9	68	69		96	67
FRL	45	41	27	31	19	12	55	56		94	51

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	15	31	25	20	46	40	29	20		80	11
ELL	38	63	55	79	52						
ASN	61	58		60	53		56	85		100	80
BLK	40	48	41	31	43	38	42	44		89	41
HSP	58	50	41	55	52	45	67	68		91	53
MUL	59	49	40	55	59		56	70		85	71
WHT	62	52	35	55	52	46	63	77		93	57
FRL	52	49	35	49	51	49	53	63		90	48

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
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	47

ESSA Federal Index	
Total Points Earned for the Federal Index	584
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
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	48
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	57

Multiracial Students	
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	58
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

A concerning trend is a gap in performance across grade levels and content areas among our students with disabilities.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Algebra 1 EOC achievement and the gaps in achievement between our Students with Disabilities, African-American students and our overall population of students.

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

Teacher turnover and lingering effects of the pandemic as well as changes to curriculum may have contributed to both of these areas. Better alignment of classroom instruction and assessment with the standards would need to be taken to address this need for improvement. More focused interventions for these specific subgroups and alignment between teacher support staff such as ESE support facilitation teachers and general education teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Geometry EOC Achievement and Biology EOC Achievement showed the most improvement over the prior year.

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

Teachers were provided additional professional development in both math and science focusing on integration of technology. The master schedule was reorganized to ensure that math and science teachers had one or two preps maximum so teachers were able to have a greater focus and collaboration on their standards.

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

Focused work in teacher teams on analyzing standards, creating unit plans and assessments aligned to the level of rigor of the standards. Greater alignment with our ESE and other support teachers to ensure students receive the additional instruction they may need. Following up on that, interventions and monitoring of students not meeting the standards throughout the school year including tutoring opportunities.

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.

Teachers will receive training on new curriculum materials in ELA and Math as well as training on the new BEST standards and assessments. Teachers will have professional development facilitated through PLC teams about breaking down standards, designing unit plans and assessments aligned to the rigor of standards. Additionally, a faculty-wide PD focus on non-fiction writing will help with overall achievement.

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

The PLC (Professional Learning Community) process is by nature an ongoing, teacher-driven process whereby teachers focus on standards, assessment and interventions to meet the needs of struggling students. The leadership team at MHS is committed to providing teachers the training and support to continue to work collaboratively toward school improvement.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our data analysis indicated that this group of students has significant gaps in achievement as compared with our overall population. A few key indicators are an ELA on-grade level rate of 15%, a math on-grade level rate of 20%, a graduation rate of 80% and a 24% rate of college/career acceleration.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	MHS will improve the performance of students with disabilities, as compared with the student body as a whole, by increasing the percentage of SWD on-grade level for ELA and Math by at least 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	When new data points become available (i.e. FAST Progress Monitoring, report cards, industry certification, AICE testing, etc.), the leadership team will meet to review the progress of students with disabilities toward closing the gap. The team can then make adjustments to our strategies in place.
Person responsible for monitoring outcome:	Joshua Scott (scottj02@flaglerschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	ESE and General Education teachers will use the PLC (Professional Learning Community) process to provide support for students who are not working up to grade level standards. ESE teachers will collaborate in PLCs to support General Education teachers in analyzing the results of common assessments to identify students in need of additional remediation. The ESE teachers will then provide remediation to these students through small group instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The Professional Learning Community (PLC) process establishes a guaranteed and viable curriculum, in particular by ensuring that students who are identified as not meeting grade level standards receive timely and appropriate interventions. Our ESE teachers planning with general education teachers through their PLC will be able to provide this intervention to ensure that students are mastering standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ESE Teacher schedules will be created to limit the number of different teachers and classes each ESE teacher is supporting. This will ensure more time for those ESE professionals to collaborate with those teachers to support students.

Person Responsible   Savannah Brock (brocks@flaglerschools.com)

All ESE teachers will use common data collection documents to monitor the progress of students with disabilities so that their PLC and the school leadership team can accurately identify students in need of additional intervention and support.

Person Responsible   Savannah Brock (brocks@flaglerschools.com)

ESE teachers will meet regularly (at least monthly) with the general education teachers they support in their PLCs to plan remediation for students who are not meeting grade level standards in math and ELA, as measured by common assessments.

Person Responsible   Savannah Brock (brocks@flaglerschools.com)

Quarterly, all PLC teams will meet with the leadership team for data chats, where the leadership team will monitor the fidelity of implementation as well as analyze data to drive next steps.

Person Responsible   [no one identified]

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our Black/African American students ELA Achievement was 25% on-grade level, math was 28% on-grade level and only 17% of our Black/African American students in the lowest quartile made a learning gain. These are significant gaps in achievement as compared to our overall student body.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The gap in achievement between our Black/African American students and our overall student body in English Language Arts and Math will be reduced by 3%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	As progress monitoring data becomes available from district assessments, state testing, quarterly report cards etc. the leadership team will review the progress of this subgroup specifically.
Person responsible for monitoring outcome:	Joshua Scott (scottj02@flaglerschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	English Language Arts and Mathematics Tutoring.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Black/African-American students have historically lacked access to tutoring and other academic enrichment programs. Additionally, initial evidence indicates that Black/African American students may have been more adversely affected by the learning loss of the COVID-19 pandemic than other subgroups.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Four tutors (MHS certified teachers) will be secured to provide after school tutoring in the area of ELA and Mathematics.

Person Responsible	Sara Novak (novaks@flaglerschools.com)

Tutors will provide supplemental instruction to students after school two days a week, with the support of an activity bus to provide transportation for all students.

Person Responsible	Sara Novak (novaks@flaglerschools.com)

As progress monitoring data becomes available (grades and results of common assessments) the leadership team will identify students who are in need of academic tutoring, and will directly contact their families to coordinate access to tutoring services.

Person Responsible	Kristin Bozeman (bozemank@flaglerschools.com)

The leadership team will monitor participation of students in tutoring as well as their grades to determine results of this strategy.

Person Responsible	Kristin Bozeman (bozemank@flaglerschools.com)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Math, specifically our Algebra 1 EOC scores, was our lowest performing achievement area as a school, both in terms of learning gains and percentage of students on grade level.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	MHS will improve the percentage of students on-grade level for the Algebra 1 EOC and the percentage of our students making learning gains in math by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will analyze common assessments, district summative assessments and teacher-created summative assessments to determine student progress toward these goals.
Person responsible for monitoring outcome:	Joshua Scott (scottj02@flaglerschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Math teachers will use the Professional Learning Process (PLC) to establish a guaranteed and viable curriculum in our Algebra 1 courses, including identifying key standards, crafting common assessments and using the results of these assessments to identify students in need of both remediation and acceleration.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	A guaranteed and viable curriculum gives all students access to a rigorous, standards-aligned education. Teacher collaboration in Professional Learning Communities empowers teachers to work together to increase student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

With several new math teachers in our department and new materials and standards, our math teachers are in need of professional development to deepen their understanding of their standards, the new assessment and the instructional materials. Math teachers will participate in professional development related to their instructional materials (Algebra Nation) to deepen their understanding of the connection with their standards and assessment blueprint.

Person Responsible	Sara Novak (novaks@flaglerschools.com)

Math teachers will work in PLC teams to create at least one common assessment per unit aligned with the BEST standards and their assessment blueprint for the Algebra 1 EOC. They will administer this assessment and analyze the data to identify students in need of additional intervention.

Person Responsible	Joshua Scott (scottj02@flaglerschools.com)

Students identified as needing additional intervention, based on the results of common assessment will receive academic tutoring on identified skills.

Person Responsible	Sara Novak (novaks@flaglerschools.com)

Prior to Algebra 1 EOC testing, the math teachers will work together to develop lessons and snapshot assessments around key standards. They will work together to schedule a "boot camp" style review for students to review previously learned content.

Person Responsible   Joshua Scott (scottj02@flaglerschools.com)

Quarterly, all PLC teams will meet with the leadership team for data chats, where the leadership team will monitor the fidelity of implementation as well as analyze data to drive next steps.

Person Responsible   Joshua Scott (scottj02@flaglerschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our PBIS system is one of our biggest strengths on campus, but we are still on our continuous improvement journey as every year we base our focus on areas we need to to improve upon from the last schools year's discipline data. Our initial focus will be addressing dress code, tardies and skipping classes. We know students need to be in the classroom to be successful. Every school year we strive to get better, show empathy and address our student's social, emotional, and physical needs. We will being doing this using the Capturing Kids Heart Program and the Positive Behavior Intervention Support (PBIS) system, which is aligned to the District's PBIS plan. The goal of our PBIS program at MHS is to increase our positive behavior among our entire student population through different interventions and supports. We have implemented several positive behavior incentives and interventions with the support of faculty, staff and students. We fully committed in the statewide Florida PBIS (Positive Behavioral Interventions and Support) Program. Positive behavioral interventions and support combines: valued outcomes, behavioral and biomedical science, validated procedures, and systems change to enhance quality of life and reduce problem behaviors and increase a healthy culture. MHS has a fully implemented a PBIS system, which guides and teaches our students the school-wide motto, vision, expectations and rules. Over the summer and at the beginning of this 22-23 school year a large percentage of our faculty and staff were trained in a program called Capturing Kids Hearts, which we have incorporated into our school environment this year to increase positive relationships among our faculty, staff and students. Through Capturing Kids Hearts our campus leaders will cultivate a more supportive environment among faculty staff and students. Increasing positive behavior on/off our campus has increased the importance of our school culture and environment, which is to keep Matanzas High School as a safe, secure, and orderly learning environment for all students, faculty and staff as dictated in School Board Policy.

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

All faculty and staff have positive behavior expectations posted in their classrooms and our school's has positive school motto (Make Good Choices, Hold Yourself Accountable and Strive for Excellence) wrapped on the walls throughout the school and within each individual classroom to increase a common language used by students, faculty and staff across the entire campus. Our behavior interventionists are working daily

improve our PBIS team within a collaborative approach with our school community. Professional Development was provided by our own faculty which encompassed the most important aspects of Capturing Kids Hearts with classroom management interventions and supports. The Capturing Kids Hearts program, will help us build relationships with our students, show that we care and we want them in class and on our camus being successful. Successful by helping our students reach their goals and aspirations they set for themselves or simply helping students find their path for success. Matanzas will follow the monthly goals of capturing kids hearts and effectively establish a positive environment where students feels like they belong. Positive behavioral encouragement and rewards are excellent vehicles for building student's motivation during the school day and for students participating in virtual learning through Edgenuity, Iflagler and FLVS labs. Our School Advisory Council fully supports our positive behavior interventions and supports. We will be working with our School Advisory Council to help support our Capturing Kids Heart goals and Positive Behavior Supports and Interventions. We will work with the Flagler County Education Foundation throughout the school year and apply for grant opportunities for positive incentives/rewards as well as local restaurants/businesses to donate all different types of incentives/rewards. Through these supports it is our goal at MHS this year to improve our ability to promote positive behaviors among the entire student population and abide by our school Motto. In addition this will support of district mission for the 22-23 school year of "Elevating Excellence" among all students, faculty and staff.