

Martin County School District

Martin County High School



2022-23 Schoolwide Improvement Plan

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Martin County High School

2801 S KANNER HWY, Stuart, FL 34994

martinschools.org/o/mchs

Demographics

Principal: Cristina Selvidge

Start Date for this Principal: 7/1/2011

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)	43%
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 (57%) 2018-19: A (62%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Martin County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Martin County High School

2801 S KANNER HWY, Stuart, FL 34994

martinschools.org/o/mchs

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	43%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Provide a safe and inclusive learning environment that inspires all students to achieve their maximum potential.

Provide the school's vision statement.

Every student will graduate college and career capable.

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
Fabrizio, Al	Principal	As Principal, I support the mission and vision outlined in the School Improvement Plan. I model and design the structures to monitor instructional practices and student outcomes, providing all stakeholders guidance, direction, and feedback. Adult learning and student learning are the business. Professional learning is not only prioritized but monitored and followed through with consistency and clarity. Student data will be the focus of all problem-solving and action-planning conversations. Also, the role of the Principal is to support a hospitable school climate that is safe, cooperative, and collaborative with all students, staff, and families. I also bolster the instructional leadership of all staff members. Multiplying leadership roles within instructional staff will enable teachers to learn and teach at their best.
Carbone, Kristin	Assistant Principal	The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of PBIS, and develop strong partnerships with all stakeholders.
Siters, Kelli	Assistant Principal	The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of PBIS, and develop strong partnerships with all stakeholders.
Rathnaw, Nicole	Assistant Principal	The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of PBIS, and develop strong partnerships with all stakeholders.
Herd, Jamie	Assistant Principal	The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of PBIS, and develop strong partnerships with all stakeholders.
Savelle, Dane	Teacher, K-12	The role of the Team Leader is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.

Name	Position Title	Job Duties and Responsibilities
Sawczak, Susan	Teacher, K-12	The role of the Team Leader is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.
Barrett-Baxter, Ucola	Dean	The role as Team Leader is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.
Juan-Gaspar, Miguel	Teacher, K-12	The role of the Team Leader is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.
Kalwa, Kelloryn	Teacher, K-12	The role of the Team Leader is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.
Knob, Sherrie	School Counselor	
Parks, Shannon	Teacher, K-12	The role of the Team Leader is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.
Gracia, Chris	Teacher, ESE	The role of the Team Leader is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.
Anderson, Jeff	Other	Coach and support students to graduate on time with their cohort.
DeWayne, Charles	Other	Coach and support students to graduate on time with their cohort.
Stuvel, Marinka	Teacher, K-12	The role of the Team Leader is to support the mission and vision outlined in the School Improvement Plan. I help teachers to recognize what they know and

Name	Position Title	Job Duties and Responsibilities
		can do, assist teachers as they strengthen their ability to make more effective use of what they know and do, and support teachers as they learn more and apply their learning.

Demographic Information

Principal start date

Friday 7/1/2011, Cristina Selvidge

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.*

6

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.*

3

Total number of teacher positions allocated to the school

119

Total number of students enrolled at the school

2,309

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

22

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

15

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	720	664	580	510	2474	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	170	180	158	254	762	
One or more suspensions	0	0	0	0	0	0	0	0	0	60	56	38	9	163	
Course failure in ELA	0	0	0	0	0	0	0	0	0	25	42	19	2	88	
Course failure in Math	0	0	0	0	0	0	0	0	0	37	54	41	5	137	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	159	144	78	40	421	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	192	158	72	25	0	447	
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	187	189	104	45	525

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	7	8	1	4	20

Date this data was collected or last updated

Tuesday 8/23/2022

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	720	664	580	510	2474
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	170	180	158	254	762
One or more suspensions	0	0	0	0	0	0	0	0	0	60	56	38	9	163
Course failure in ELA	0	0	0	0	0	0	0	0	0	25	42	19	2	88
Course failure in Math	0	0	0	0	0	0	0	0	0	37	54	41	5	137
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	159	144	79	40	422
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	192	158	72	25	447
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	
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	7	8	1	4	20

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	56%	57%	51%				59%	71%	56%
ELA Learning Gains	53%						55%	59%	51%
ELA Lowest 25th Percentile	41%						44%	55%	42%
Math Achievement	42%	41%	38%				59%	69%	51%
Math Learning Gains	42%						46%	52%	48%
Math Lowest 25th Percentile	35%						50%	46%	45%
Science Achievement	67%	44%	40%				74%	82%	68%
Social Studies Achievement	75%	47%	48%				80%	84%	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	73%	74%	-1%	67%	6%
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	81%	78%	3%	70%	11%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	75%	-22%	61%	-8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	65%	-3%	57%	5%

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	21	38	32	20	26	29	31	49		94	25
ELL	16	38	35	16	32	32	21	48		92	28
ASN	79	74		90				100			
BLK	30	48	52	13	35	35	29	52		100	37
HSP	38	47	38	27	36	33	49	65		94	45
MUL	54	47		42	35		69	79		100	23
WHT	68	57	41	55	47	40	80	81		99	67
FRL	42	49	39	30	39	30	50	59		97	37
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	26	32	24	14	20	19	42	49		84	27
ELL	16	33	28	15	20	21	36	29		85	27

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
ASN	82	58					90			100	82
BLK	28	36	33	25	34	43	34	47		91	24
HSP	37	44	31	31	26	21	56	51		89	40
MUL	67	57		47	18		81	67		94	40
WHT	66	54	48	55	28	27	76	80		97	69
FRL	34	44	37	32	27	26	53	54		90	44
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	31	25	32	42	44	45	68		89	29
ELL	18	44	45	39	47	61	38	46		56	15
ASN	70	47		64	42		100				
BLK	29	40	36	38	49	48	40	61		100	30
HSP	42	49	43	47	44	49	58	67		76	38
MUL	61	57		50	33		60	83		93	38
WHT	69	60	48	68	48	52	83	88		96	69
FRL	39	45	43	45	39	47	59	68		81	40

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	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	48
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	86
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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
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	56
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	64
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	47
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?

Trends emerge across grade levels, subgroups, and core content areas compared to district schools. MCHS has fewer Level 1s (22.40%) for the FSA English Language Arts than JBHS (30.19%) and SFHS (26.855). MCHS Math data indicate 21.16% of student that was assessed in FSA Math. SFHS reported 18.89% and JBHS 27.45%.

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

Based on progress monitoring and 2022 state assessments, the data components demonstrate the greatest need for improvement compared to the district and state averages are the proficiency discrepancy. The most significant difference exists between subgroups on the MCHS campus. Specific to reading proficiency, Hispanic (37.8%), ELL (15.5%), and ESE (20.6%) students achieve almost 20% less than White (67.8%) and Black (55.7%) subgroups. Specific to Math, White 54.7% of students were the only subgroup to score above the overall average of 41.6% proficiency.

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

The contributing factors to this need for improvement are the effective alignment of the standards to the assessment and the newly updated mathematics curriculum.

The new actions needed to be taken to address this need for improvement are professional development with the new Mathematics curriculum and BEST Standards.

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

Data components showed the most improvement based on progress monitoring and 2022 state assessments. The areas that showed the most improvement: Learning Gains ELA 9 increased by 3.2%, ELA L25 Learning Gains increased by 2.6% ELA Proficiency increased by 0.3%, Math Learning Gains increased by 14.9%, Math L25 Learning Gains increased by 10.5% US History increased by 6% 430 Industry Certifications earned by 320 individual students.

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

The contributing factors to this improvement are returning to in-person learning and the new literacy curriculum purchased by the district office. There is a laser focus on the students that are considered at-

risk to ensure their success. ELA and math-specific tutoring options are also offered during and after school for targeted students and students interested in extra support.

The new actions taken for improvement are to continue classroom walk-throughs to ensure the curriculum is structured as intended. MCHS mathematics department is both adopting a new curriculum and the BEST standards. ESOL professional learning is also a priority focus this school year. All teachers will be afforded professional development in the areas of Tiered 2 vocabulary strategies and learning to empower our Hispanic population. Teachers working the most with ELL students will be provided more training in using the Access for ELLs assessment and aligning "can-do" strategies to provide a targeted form of differentiated support in the core classes.

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

The strategies needed to accelerate learning are participating in SAT./ACT Mastery courses and providing teacher training on the SAT/ACT assessment and tutoring. MCHS will continue to review teacher lesson plans and conduct collaborative learning teams to focus on learner feedback, pacing, review of benchmark assessments and CFAs, and progress monitoring.

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.

The contributing factors and strategies identified to accelerate learning are participating in SAT/ACT Mastery courses and providing teacher training on the SAT/ACT assessment and tutoring. MCHS will continue to review teacher lesson plans and conduct collaborative learning teams to focus on learner feedback, pacing, review of benchmark assessments and CFAs, and progress monitoring.

The professional development opportunities provided at MCHS to support teachers and leaders are; Cooperative Learning Math PD, Focused Note Taking strategies, Formative Assessments, Empowering Hispanic and Latino students, effective grading, quality IEP, classroom management, Tiered 2 Vocabulary Strategies, Engagement, ELL Can Do strategies, and Teacher Showcase~ Engagement strategies.

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

To ensure the sustainability of improvement in the next year and beyond, administrators conduct classroom walk-throughs to monitor daily instruction quality. Leadership also evaluates the progress monitoring data to make informed decisions.

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 English Language Learners

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Overall: 55.7%
 White: 67.8%
 Black: 55.7%
 Hispanic: 37.8%
 ELL: 15.5%
 ESE:20.6%

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The ELL Federal Index Report for Equity will increase from 37.8% to 42.8%.
 Overall: 55.7%- Raise to 60.7%
 White: 67.8%- Raise to 72.8%
 Black: 55.7%- Raise to 60.7%
 Hispanic: 37.8%-Raise to 42.8%
 ELL: 37.8%- Raise to 42.8%
 ESE:20.6%- Raise to 25.6%

Goal 2: Increase the percentage of ELL students demonstrating proficiency on PM 3 in May 2023 from 16% to 21% on the FSA.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Common Formative Assessment and scheduled Progress monitoring opportunities to evaluate data collected from district and state assessments.

Person responsible for monitoring outcome:

Kristin Carbone (carbonk@martin.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Key Strategies to Make this Happen:
 Focused Note Taking
 Formative Assessment
 Cooperative Learning Structures
 Engagement Strategies
 ELL Strategies
 SCOIR
 Parent Night with information on graduation paths
 SAT/ACT Mastery Preparation courses
 Tiered 2 Vocabulary Strategies
 Training to use ELLEVATION
 Training to use ACCES data to match Can-Do ELL strategies within classroom lessons
 Empowering Hispanic and Latino students
 Effective grading strategies
 Classroom management
 and a Teacher Showcase~ Engagement strategies.
 Regular problem-solving meetings specific to the response of our ELLs to core instruction based on Student academics and teacher grade distribution
 Benchmark Assessments

Similar to our students receiving intervention: At-risk student progress monitoring
 ACT/SAT assessment registration and voucher redemption for qualifying students
 Absences and tardiness monitoring
 Interventions using Lexia, SAT/ACT Test prep, and extensive tutoring
 SCOIR
 Collaboration with teachers that provide test prep and credit recovery
 Data discussions between admins to push additional professional learning

Rationale for Evidence-based

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

English language learners (ELL) represent the fastest-growing population of learners in MCSD. A substantial achievement gap exists between ELLs and English-speaking students, and an alarmingly disproportionate number of ELL students contribute to the dropout rate. At MCHS, we will provide educational priorities to help reduce the achievement gap. All students deserve an education that will enable them to be productive citizens and provide them with the skills needed to enter a career or an institution of continuing education upon graduation.

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.

Plan and facilitate PD: Focused Note Taking; Formative Assessment; Cooperative Learning Structures; Engagement Strategies; ELL Strategies; SAT/ACT Mastery Preparation courses; Tiered 2 Vocabulary Strategies; Training to use ELLEVATION Training to use ACCES data to match Can-Do ELL strategies within classroom lessons; Empowering Hispanic and Latino students
 Effective grading strategies; Classroom management, and a Teacher Showcase~ Engagement strategies.

Person Responsible Kristin Carbone (carbonk@martin.k12.fl.us)

Plan and host Parent Night with information on graduation paths

Person Responsible Nicole Rathnaw (rathnan1@martinschools.org)

Regular problem-solving meetings specific to the response of our ELLs to core instruction based on Student academics and teacher grade distribution

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

ACT/SAT assessment registration and voucher redemption for qualifying students
 Absences and tardiness monitoring

Person Responsible Jamie Herd (herdj@martinschools.org)

Weekly Leadership meetings to monitor the progress through data.

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

#2. 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.

Overall: 55.7%
 White: 67.8%
 Black: 55.7%
 Hispanic: 37.8%
 ELL: 15.5%
 ESE:20.6%

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The ELL Federal Index Report for Equity will increase from 20.6% to 25.6%.
 Overall: 55.7%- Raise to 60.7%
 White: 67.8%- Raise to 72.8%
 Black: 55.7%- Raise to 30.7%
 Hispanic: 37.8%-Raise to 42.8%
 ELL: 15.5%- Raise to 20.5%
 ESE:20.6%- Raise to 25.6%

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Common Formative Assessment and scheduled Progress monitoring opportunities to evaluate data collected from district and state assessments.

Person responsible for monitoring outcome:

Nicole Rathnaw (rathnan1@martinschools.org)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Key Strategies to Make this Happen:
 Focused Note Taking
 Formative Assessment
 Cooperative Learning Structures
 Engagement Strategies
 ELL Strategies
 SCOIR
 Parent Night with information on graduation paths
 SAT/ACT Mastery Preparation courses
 Tiered 2 Vocabulary Strategies
 Training to use ELLEVATION
 Training to use ACCES data to match Can-Do ELL strategies within classroom lessons
 Empowering Hispanic and Latino students
 Effective grading strategies
 Quality IEP
 Classroom management
 Teacher Showcase~ Engagement strategies
 Alignment of ESE Resources in classrooms to provide the highest amount of support
 Regular problem-solving meetings specific to the response of our SWDs to core

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

instruction based on Student academics and teacher grade distribution according to individualized educational plans

Benchmarks of Quality

Similar to our students receiving intervention: At-risk student progress monitoring

ACT/SAT assessment registration and voucher redemption for qualifying students

Absences and tardiness monitoring

Interventions using Lexia, SAT/ACT Test prep & extensive tutoring

Collaboration with teachers that provide test prep and credit recovery

Data discussions between admins to determine professional learning needs

All students deserve the right to attend high-quality public schools that prepare them for success. However, there remains much room for improvement to ensure students' success with students identified with a disability. Schools must consistently provide a high-quality education to students with disabilities, as evidenced by special education students' relatively low graduation rates and limited postgraduation opportunities, as well as the persistent achievement gap between general and special education students.

Students with disabilities experience significant challenges accessing the core curriculum if they do not achieve basic skills in reading and math. This is especially true in middle and high school, where the focus of special education often shifts away from intensive intervention toward supports that help students complete assignments and prepare for tests in their coursework.

To close the achievement gap, schools need to provide intervention—early and with sufficient intensity—and accommodations that help students with disabilities access grade-level content.

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.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Overall: 55.7%
White: 67.8%
Black: 55.7%
Hispanic: 37.8%
ELL: 15.5%
ESE:20.6%

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall, ELS proficiency will increase from 55.7% to 60.7%.

Overall: 55.7%- Raise to 60.7%
White: 67.8%- Raise to 72.8%
Black: 55.7%- Raise to 60.7%
Hispanic: 37.8%-Raise to 42.8%
ELL: 15.5%- Raise to 20.5%
ESE:20.6%- Raise to 25.6%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Common Formative Assessment and scheduled Progress monitoring opportunities to evaluate data collected from district and state assessments.

Person responsible for monitoring outcome:

Kristin Carbone (carbonk@martin.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Key Strategies to Make this Happen:
Focused Note Taking
Formative Assessment
Cooperative Learning Structures
Engagement Strategies
ELL Strategies
SCOIR
Parent Night with information on graduation paths
SAT/ACT Mastery Preparation courses
Tiered 2 Vocabulary Strategies
Training to use ELLEVATION
Training to use ACCES data to match Can-Do ELL strategies within classroom lessons
Empowering Hispanic and Latino students
Effective grading strategies
Quality IEP
Classroom management
Teacher Showcase~ Engagement strategies
Alignment of ESE Resources in classrooms to provide the highest amount of support.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

Plan and facilitate PD: Focused Note Taking; Formative Assessment; Cooperative Learning Structures; Engagement Strategies; ELL Strategies; SAT/ACT Mastery Preparation courses; Tiered 2 Vocabulary Strategies; Training to use ELLEVATION Training to use ACCES data to match Can-Do ELL strategies

within classroom lessons; Empowering Hispanic and Latino students
Effective grading strategies; Classroom management, and a Teacher Showcase~ Engagement strategies.

Person Responsible Kristin Carbone (carbonk@martin.k12.fl.us)

ACT/SAT assessment registration and voucher redemption for qualifying students

Person Responsible Jamie Herd (herdj@martinschools.org)

Weekly Leadership meetings to monitor the progress through data.

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

#4. Instructional Practice specifically relating to Graduation**Area of Focus
Description and
Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Currently, 157 seniors are 'At-Risk,' and our goal is to have 100% of the 22/23 cohort graduate on time in May 2023

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2023, 100% of the MCHS senior class of 22/23 will graduate.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administration will meet weekly meetings with district problem-solving coach Terri Ston; Bi-Weekly meetings with Graduation Specialists Jeff Anderson and Chuck Dewayne; Monthly meetings with School Counselors, program specialists, and school psychologists to strategically intervene with students based on progress monitoring markers- i.e., state/local assessments, CFAs provided in the classroom and RtI data from iXL according to the district reading plan. Collaboration with Testing coordinator Jamie Herd. Progress monitoring of every student's graduation checklist will be reviewed. Decision ED, Mesa, and FOCUS will be the data warehouses to monitor graduation progress.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Regular MTSS- problem-solving meetings as noted above
Topics to be discussed weekly in our MTSS meetings:
Discipline and interventions
Student academics and teacher grade distribution
Benchmarks of Quality
Grad Point and ELP progress monitoring
Grade level at-risk student progress monitoring
ACT/SAT assessment registration
Absences and tardiness
Interventions using Lexia, SAT/ACT Test prep, and extensive tutoring
SCOIR
Parent Workshops/Information Nights
Collaboration with teachers that provide test prep and credit recovery

Data discussions during CLTs
Prescribed Intervention and Rtl progress monitoring data digs

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

The resources/criteria for this strategy are a Graduation Specialist, MTSS Coach, Interventionist, School Counselors, Resources for parent night, and student testing vouchers. Current data determine a need to focus on the 71 students at risk of not graduating with their cohort for the school year 22/23.

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.

MTSS Meetings weekly

Person Responsible Nicole Rathnaw (rathnan1@martinschools.org)

ACT/SAT assessment registration

Person Responsible Jamie Herd (herdj@martinschools.org)

Monthly Leadership meetings to monitor the progress through data.

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

#5. 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.

Overall: 41.6%
White: 54.7%
Black: 13.4%
Hispanic: 27.0%
ELL: 15.9%
ESE: 19.8%

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Overall: 41.6% increase to 46.6%
White: 54.7% increase to 59.7%
Black: 13.4% increase to 18.4%
Hispanic: 27.0% increase to 32%
ELL: 15.9% increase to 20.9%
ESE: 19.8% increase to 24.8%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Common Formative Assessment and scheduled Progress monitoring opportunities to evaluate data collected from district and state assessments.

Person responsible for monitoring outcome:

Kelli Sifers (sifersk@martin.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Key Strategies to Make this Happen:
Focused Note Taking
Formative Assessment
Cooperative Learning Structures
Engagement Strategies
ELL Strategies
Parent Night
SAT/ACT Mastery Preparation courses
Training to use ELLEVATION
Training to use ACCES data to match Can-Do ELL strategies within classroom lessons
Empowering Hispanic and Latino students
Effective grading strategies
Classroom management
Teacher Showcase~ Engagement strategies
Alignment of ESE Resources in classrooms to provide the highest amount of support.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

Plan and facilitate PD: Focused Note Taking; Formative Assessment; Cooperative Learning Structures; Engagement Strategies; ELL Strategies; SAT/ACT Mastery Preparation courses; Tiered 2 Vocabulary Strategies; Training to use ELLEVATION Training to use ACCES data to match Can-Do ELL strategies within classroom lessons; Empowering Hispanic and Latino students
Effective grading strategies; Classroom management, and a Teacher Showcase~ Engagement strategies.

Person Responsible

Kelli Sifers (sifersk@martin.k12.fl.us)

Weekly Leadership meetings to monitor the progress through data.

Person Responsible

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

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.

This year, MCHS intentionally focuses on building and maintaining an inclusive culture. MCHS also utilizes several avenues to maintain communication, increase involvement and keep parents informed of their child's progress, such as but not limited to: FOCUS, a web-based electronic grading system reflecting up-to-date grades and attendance information, MCHS's website that includes "Alert Messages," and social media to include photos of events, and school events and information. The website is continually updated with information, links, and calendars to provide access to all students, parents, and community members.

We also use

Thrillshare and automated call-outs from the focus system messages home to students and parents about important information such as test dates, key events, and more. An "All Call" goes home to parents when students miss one or more classes.

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

All school staff is responsible for promoting a positive school culture.