Santa Fe High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/15/2023

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)	48%
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: C (49%) 2018-19: B (56%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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.

Table of Contents

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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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
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
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. The Principal also reviews all data for students and looks for trends, areas of concern, and then supports teachers so they can meet the needs of the students. The Principal communicates the vision, mission, and goals to the community and explains the roles of all stakeholders in supporting student achievement and academic success. The Principal also provides professional development opportunities for teachers in order to enhance teaching practices that are culturally responsive and academically appropriate for our student population in which we serve. The Principal 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 that students are successful. All of these discussions stem from looking at assessment data and observing classrooms (informal walkthroughs 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.
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

Name	Position Title	Job Duties and Responsibilities
		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, 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
Saturday 7/15/2023, Timothy Wright

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.*

1

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.*

5

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

1,154

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

7

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

8

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	339	286	259	281	1165
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	62	39	59	55	215
One or more suspensions	0	0	0	0	0	0	0	0	0	38	32	21	24	115
Course failure in ELA	0	0	0	0	0	0	0	0	0	56	57	62	39	214
Course failure in Math	0	0	0	0	0	0	0	0	0	48	63	41	35	187
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	72	67	80	2	221
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	66	0	0	0	66
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	72	67	80	2	221

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	110	93	106	46	355

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	1	0	0	1	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	2	1	2	8

Date this data was collected or last updated

Monday 7/25/2022

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	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	

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	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		

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	47%	57%	51%				51%	59%	56%
ELA Learning Gains	37%						43%	52%	51%
ELA Lowest 25th Percentile	21%						27%	39%	42%
Math Achievement	48%	30%	38%				56%	54%	51%
Math Learning Gains	40%						59%	54%	48%
Math Lowest 25th Percentile	29%						49%	48%	45%
Science Achievement	59%	48%	40%				53%	68%	68%
Social Studies Achievement	67%	47%	48%				74%	75%	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	56%	66%	-10%	67%	-11%
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	75%	71%	4%	70%	5%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	56%	-28%	61%	-33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	48%	2%	57%	-7%

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	19	28	20	13	26	29	26	43		84	23
ELL	8	36									
BLK	23	29	25	22	31	29	34	33		95	30
HSP	45	38	24	45	43	40	55	65		84	56
MUL	39	35	9	40	33		33	70		88	53
WHT	58	41	20	57	42	27	72	79		90	61
FRL	33	29	20	36	38	44	43	50		86	41

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
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

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)	TSI
OVERALL Federal Index – All Students	49
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	63
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	11

ESSA Federal Index	
Percent Tested	93%
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%	3
English Language Learners	
Federal Index - English Language Learners	36
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
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	50
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	44
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	55
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	42
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?

In review of the 2022 school data, there are multiple trends across core content areas. In ELA, our students decreased in all areas of ELA, proficiency, learning gains, and lowest quartile learning gains. This also includes each demographic subgroup. In Math, our students showed an increase in overall proficiency and significant growth in overall learning gains, but decreased in lowest quartile learning gains. In Science, (Biology EOC), our students maintained the same proficiency average as in previous years. For Social Studies, (US History EOC), our students proficiency level decreased from the previous year's average.

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

After reviewing the data, the greatest need for improvement is with ELA in its entirety as it had the most significant decrease in the tested areas.

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

One of the main contributing factors in the decrease of ELA achievement was the teacher turnaround in the English department. Due to multiple ELA teachers leaving the profession during the year, many of our 9th and 10th grade ELA students, whom take the FSA ELA, had 3-4 different ELA teachers throughout the year, including a long-term substitute for 6 weeks. This lack of consistency for the students was a major factor in the lack of growth for the 2022 school year.

Actions that have been taken to address ELA improvement is the hiring of high-quality English teachers

to provide the consistency needed to improve ELA skills. We also are implementing High-Dose Tutoring through the Great Leaps Program for our lowest quartile readers. In addition to the High-Dose Tutoring, our students who need additional support will be working through the Reading Plus Online program that is an individualized program working to build student's fluency, vocabulary, and comprehension skills.

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

After reviewing the data, the most improvement was shown in the area of Math, as it had the greatest increase in proficiency levels from the previous year.

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

One of the biggest factors that contributed to the growth in math is the consistency of our students having in-person instruction for multiple years. In math, a major gap was created through COVID due to virtual learning, which is not conducive for math. Our students received consistent in-person instruction which improved skills. In addition, the use of Kahn Academy and Kuta Software helped provide additional support to students and their math skills. To go along with this, the participation in our Power Hour and after school tutoring helped reduce the learning gap that students had due to COVID.

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 through incentives in our PBIS program will help accelerate learning because it incentivizes students to come to school. Within the classroom, using high-level strategies such as CORE 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 our before and after-school tutoring program, as well as the use of programs during school hours such as the Great Leaps Program and multiple online programs being used.

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 CORE 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, students will be streamlined into the AP Capstone program in an effort to provide rigor and high-level instruction preparing them for college and career.

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 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.	In reviewing both 2022 data and previous years' data, The Black/African-American subgroup was identified as a critical need as they were 1 of 3 subgroups to have fallen below the Federal Index for a 3rd straight year. In addition to the Federal Index, this subgroup saw a decrease in proficiency scores and gains in ELA, Science, and Social Studies. This subgroup also saw a decrease in Graduation Rate and College and Career Acceleration from the previous year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal for this subgroup is to increase their ELA, Social Studies, and Science achievement and proficiency by 10% in comparison to the 2022 data. In doing this, it will increase both Graduation Rate and success within the certification tests for College and Career Acceleration as well as meet and surpass the Federal Index of 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored by both administration, teachers, and students through data chats using both state (FAST), district (AIMS), and teacher made assessments providing relevant data that tracks students progression towards meeting proficiency in the areas of ELA, Social Studies, and Science.
Person responsible for monitoring outcome:	Timothy Wright (wrightte@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Through the CORE, 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The CORE 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
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.

All teachers are trained in CORE 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)

#2. 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.**	In reviewing both 2022 data and previous years' data, The English Language Learners subgroup was identified as a critical need as they were 1 of 3 subgroups to have fallen below the Federal Index. In addition to the Federal Index, this subgroup saw a decrease in proficiency scores and gains in ELA.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The goal for this subgroup is to increase their ELA achievement and proficiency by 10% in comparison to the 2022 data. In doing this, it will increase our Graduation Rate as well as meet and surpass the Federal Index of 41%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Area of Focus will be monitored by both administration, teachers, and students through data chats using both state (FAST), district (AIMS), and teacher made assessments providing relevant data that tracks students progression towards meeting proficiency in the areas of ELA.
Person responsible for monitoring outcome:	David Rendek (rendekdm@gm.sbac.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Through the CORE, students will be taught high-level instructional strategies that can be implemented across the ELA classroom. 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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The CORE 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
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.

All teachers are trained in CORE 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   David Rendek (rendekdm@gm.sbac.edu)

#3. 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.	In reviewing both 2022 data and previous years' data, The Students with Disabilities subgroup was identified as a critical need as they were 1 of 3 subgroups to have fallen below the Federal Index for a 3rd straight year. In addition to the Federal Index, this subgroup saw a decrease in proficiency scores and gains in ELA, Math, Science, and Social Studies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal for this subgroup is to increase their ELA, Math, Social Studies, and Science achievement and proficiency by 15% in comparison to the 2022 data. In doing this, it will increase Graduation Rate as well as meet and surpass the Federal Index of 41%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Area of Focus will be monitored by both administration, teachers, and students through data chats using both state (FAST), district (AIMS), and teacher made assessments providing relevant data that tracks students progression towards meeting proficiency in the areas of ELA, Math, Social Studies, and Science.
Person responsible for monitoring outcome:	Lawson Brown, Jr. (brownl@gm.sbac.edu)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Through the CORE, 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The CORE 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
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.

All teachers are trained in CORE 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	Lawson Brown, Jr. (brownl@gm.sbac.edu)

#4. 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.**	In reviewing the data of both state and district progress monitoring assessments, ELA showed the greatest decrease in proficiency amongst all students as well as the individual subgroups.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The school plans to achieve a goal of increasing proficiency by 15% from the previous school year. This increase is for all students, as well as individual subgroups.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This will be measured and tracked through a variety of data sources, including classroom data such as grades and teacher-made tests, progress monitoring through FAST, as well as monitoring student progress through the Reading Plus and Great Leaps Programs.
Person responsible for monitoring outcome:	Timothy Wright (wrightte@gm.sbac.edu)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	For this Area of Focus, intensive small group instruction will be provided to focus and differentiate the skills needed to reinforce proficiency in vocabulary, text structures, and overall reading comprehension. In addition to these small groups, the students that make up the Lowest Quartile in ELA will also participate in both the Reading Plus and Great Leaps online reading programs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 as well as will help both the teacher and student track their data to show growth.

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.

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 both Before and After school tutoring.

Person Responsible   [no one identified]

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

N/A

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

N/A

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)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

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.

N/A

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?

N/A

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?

N/A

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

N/A

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.

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 school culture and environment.

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. All of this was also documented this past year during the Cognia Accreditation as SFHS achieved a renewal of their accredited status with the role of stakeholders being an area of strength.