

Matanzas High School

3535 OLD KINGS RD N, Palm Coast, FL 32137

www.flaglerschools.com

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

49%

Alternative/ESE Center

No

Charter School

No

Minority

33%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	A	A	B

School Board Approval

This plan is pending approval by the Flagler County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

By providing a challenging and meaningful education, Matanzas High School prepares all students for success and empowers them to lead lives of significance.

Provide the school's vision statement

Matanzas will become a premiere high school by inspiring all students to be college, career, and life ready.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of each school year, Dr. Pryor reviews "The Matanzas Way", in which all staff are taught the importance of establishing relationships with students. Our administrative team and Department Heads take on the role of teaching our staff to communicate consistently with the students and families throughout the academic year. Students meet with the Guidance team each year and have an opportunity to share their needs and desires for their futures, so that our school can help them achieve their personal goals. Teachers are encouraged to have conversations with their students based off of authentic learning opportunities in which teachers provide different paths for students to possibly take in their future. Advanced Placement teachers are encouraged to use the online College Board resources, providing students additional resources, not only for classroom success, but also for future goal setting. All teachers may also use Big Future, another College Board resource, to help students plan beyond high school. Part of our evaluation system includes component where teachers must evidence how they are learning about their students' backgrounds and cultures and using that information to plan lessons relevant to students' lives. Peer mentoring and clubs and organizations on campus are just additional tools to help faculty members and coaches learn about their students and their community.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The students are welcomed daily to a campus that promotes student safety. After an official review in 2013, we upgraded our campus safety plan to include auto-locking swing gates at the main entrance, a single entry door at the front of the campus, and added speed bumps to all areas of the campus. In addition, we have created a new plan to teach all students cyber safety and digital citizenship in the first week of school. Our 1:1 laptop ratio provides all students with mobile technology on all areas of the campus to provide an extension of learning for digital connectivity 24 hours a day, 7 days a week. Our school behavior policy aligns with the district policies, where all students understand that safety comes first. That builds upon the understanding that all students, faculty, and staff will maintain a respectful attitude and behavior at all times.

Teachers are asked, as a duty, to stand at their doors monitoring hallways during class change. Administrators and support staff take assigned common areas before school, during lunch, and after school to monitor for student safety. This allows students to see teachers and administrators and build relationships with them, helping students feel safe and respected in their school environment. Students have approached administration about hosting public awareness workshops in the areas of bullying, social media safety, and the school has invited students to continue to bring ideas.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our discipline policy is aligned with the district policy. The primary focus is a step process where infractions in the same area will see progressive levels of disciplinary action over time, as needed. We begin with parent contact, then move to lunch detention, after school detention, multiple after school detentions, in-school suspension, then utilize out-of-school suspension only as a last resort. The school Deans train our teachers and students each year on any changes to policy. The school Deans provide training to students and teachers when a student behavior plans is implemented. Any teacher who is in need of professional development for classroom management is provided the opportunity to meet the needs through face-to-face or blended learning through our educational consortium. This provides a consistency in teacher understanding and policy enforcement, especially for new teachers.

The school also utilizes Positive Behavior Support (PBS) to encourage and reward positive behaviors. Teachers can award students "Pirate Tokens" to be entered into a drawing for school spirit items and items donated by the community. Teachers can also award students with good behavior "fast passes" which allow the student to skip the lunch line. Additional PBS committees are being formed for the 2015 school year where teachers will provide character development curriculum to teachers as well as support for disturbances in classroom behavior.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school has four Guidance Counselors, all of whom have an open door policy for students. In the event a student needs one-on-one counseling, the guidance counselor is the first level of counseling. In the event a student needs further assistance, the counselors are able to refer the student to additional services provided by the district, state, and private practices, including a school psychologist we have available to us on campus.

We have mentors provided to students through school staff, school district, and local organizations such as the African American Cultural Society, Women's Club and local business leaders. There are also informal mentoring programs in place with our service clubs (Leos, Interact, and Key), since they are sponsored by our local community service organizations (Lions, Rotary, and Kiwanis). In addition, we partner with Daytona State College through the TRIO Talent Search to seek out students who are first generation college bound in order to pursue their college entrance upon entering 9th grade. The Take Stock in Children Program is another mentoring opportunity for students who may be the first in their families to attend college.

Student attendance and Discipline tracking also provides an additional layer of data for Guidance staff to support the decision making process.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Each day, our attendance office tracks student attendance with a continuous record of student absences, excused and unexcused. When students reach 5 days unexcused or 10 days total, whichever comes first, a Student Study Team meeting is scheduled with the parents, students, and guidance counselor to discuss the plan to reduce student absences.

Our Dean's meet with Guidance Counselor's and parents (as needed) to create a Behavior Plan and utilize the Positive Behavior Support System to discourage/decrease inappropriate behaviors and reduce student referrals. This is part of our MTSS tracking system that is new to the high school

discipline process. Our Tier III Program is also utilized in special circumstances for in-school alternative placement, so that students have a small class environment with behavioral interventions and counseling as needed.

Each year, Guidance Counselors meet with all students to discuss academic progress as it relates to state assessment. If a student scores a Level 1 in Reading or Math, the student is placed in an Intensive Reading and/or remedial Math class to pursue proficiency with multiple levels of support. In addition, students who have failing grades are notified of the possibility of failure through an "F" report at the beginning of the second semester, so that students who are in danger of failing can be properly identified and provided additional supports as needed.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	46	48	45	17	156
One or more suspensions	38	27	28	12	105
Course failure in ELA or Math	10	3	3	1	17
Level 1 on statewide assessment	25	17	9	11	62

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The MTSS process will be started, if not already, for any student meeting the criteria for any category of the Early Warning System (attendance, Math, Reading, Behavior, etc.) During this time, the student, family and staff will meet to discuss a tracking system and offer support systems to ensure the success of the student. If a student makes the effort to be successful, areas such as discipline, non-attendance, failing grades, and low achievement should have a significant reversal. When students put forth the effort and are supported by the teacher with appropriate interventions, student achievement will increase.

The following programs exist as support services:

- After school tutoring
- Peer tutoring
- Mentoring
- MTSS (Math, Reading, Behavior)
- Progress Monitoring
- Behavior Plans
- CINS-FINS
- Full Inclusion for Standard Diploma students with disabilities
- Provide Support facilitation for students with disabilities
- Co-teach models in place for areas such as: Social Studies, English, and Science
- Leveled Reading and Math Remediation

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

At the beginning of each academic year, our school website invites all stakeholders (community members, parents, students, and staff) to our SAC meetings. In addition, we send out a Robocall to all families to encourage their participation in school events, while prioritizing the SAC involvement each year.

Our school newsletter, The Hook, is sent out quarterly to families notifying them of upcoming events, student success stories, both during and after the school day, and opportunities to join our various programs, to enhance the community and parent involvement at MHS. In this newsletter is our school's Mission, Vision, and Motto. Inside and outside our school, the Pirate Pride banners display our Motto, and many areas of the facilities have the school Mission and Vision posted, to include all classrooms.

We host a fall Curriculum Night, inviting all parents and community members to meet with faculty and staff, and walk the halls of our building. We invite the participation of students, so that parents have the opportunity to see how students use the skills learned throughout the day and apply them to authentic activities and projects. Families are invited on our website and through a robocall by our principal.

Progress reports are sent home with each student from the teacher at the halfway mark of each quarter. Most students and parents have access to the online grade book, Skyward, however it is still noted in our Student Progression Plan to notify parents of the progress of their child at the halfway point in a quarter via a progress report. Parents are encouraged to ask for parent-teacher meetings to discuss the progress of their child if they have concerns. Teachers will also ask guidance to call a parent-teacher meeting if they see need for one.

Skyward online grade book does update often. A teacher on campus takes it upon herself to review the updates and publish in our Hook newsletter any helpful tips and tricks for parents to stay on top of the changes, so they may easily access their child's progress and grades.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Most recently, our school has partnered with Vystar Credit Union and Chick-Fil-A to create training and leadership programs within our school. We have 12 students as paid employees working for the Vystar Branch office located inside our school. In addition, we have 30 students starting a leadership program to enhance student leadership and preparation for college and careers.

We have ongoing partnerships with TRIO (Daytona State partnership), Take Stock in Children, and the local African American Cultural Society for at-risk student mentoring and tutoring.

Our SAC committee is an excellent resource to provide connections with the local community and provide feedback to the administrative team on methods to support and raise student achievement.

Our ESE department has ongoing relationships with Winn-Dixie, Goodwill, and Humane Society Thrift Store for community based instruction. Students are placed in career oriented activities to provide life skills and community orientation.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Pryor, Chris	Principal
Seybold, Kenny	Assistant Principal
Nocella, Bob	Assistant Principal
Shelby, John	Assistant Principal
Minn, Kara	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. Chris Pryor (Principal) is the visionary who serves as the key instructional leader for the faculty and staff at Matanzas High School. Dr. Pryor aligns our Mission, Vision, Motto, and Goals each year based on previous data and expected outcomes. He also serves as the primary instructional leader for teacher evaluation for science curriculum, and Performing Arts.

Mrs. Kara Minn is the leader for curriculum and instruction and the school-wide leader for professional development and teacher certification. She serves as an instructional leader for English and Foreign Language curriculum.

Mr. Ken Seybold is the leader for facilities and ESE. He serves as an instructional leader for ESE and Social Studies.

Mr. Bob Nocella is the leader for Athletics and Industry Certification. He serves as an instructional leader for CTE and Visual Arts.

Dr. John Shelby is the leader for Assessments and Data Analysis. He serves as an instructional leader for Mathematics and Physical Education.

All of our leadership team has shared decision-making based on the shared leadership philosophy of Dr. Pryor. Our master schedule, budgeting, discipline guidelines, professional development, planning, staffing plan, and technology plan is reviewed annually and we communicate amongst our team on the best decisions with student achievement as the focal point. Weekly meetings are essential to the success of our Mission and Vision for a collaborative, shared leadership team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The administrative team meets weekly to discuss the needs of students, plan for growth, train new leaders, develop the school budget to align finances towards student achievement, and create professional development opportunities for the staff. The main focus for the Matanzas administration team is student proficiency. The leaders at Matanzas High school place their efforts in developing the best teachers and provide students the best education to prepare them for their future.

Each year, the school district provides our staffing plan. We review the 3 previous years data (when available) to determine student achievement in coursework. Afterwards, we determine if any staffing changes need to be made based on student achievement for individual teachers within a content area as defined by standardized testing. If the staffing plan needs to be adjusted, we do so in order to

provide students the best instructional opportunities available. In instances where new staff positions are posted, we recruit and hire the best teachers possible, and mentor them, as they become staff members. Our administrative team only hires teachers who are Highly Qualified.

District personnel are highly involved with decisions regarding curriculum and progress monitoring. We work together with our district liaisons to ensure teachers are supported with appropriate resources. District personnel monitor pacing and progress monitoring of students in critical areas, as another checker to ensure student success.

Guidance counselors track each student based upon graduation criteria and individual student needs. A student has individual needs for coursework, so proper placement is evaluated and addressed as needed, including students with disabilities. Our Guidance Department meets bi-weekly to discuss transitions, changes in legislation, targeted goals, and student progress. The Guidance Counselors are critical leaders for the MTSS process. This process is still new and an area in which we are focusing time and energy, so that students who meet any criteria of the Early Warning System are identified and provided the resources necessary to graduate high school in four years.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chris Feist	Teacher
Carol Cuyler	Parent
Michael Manning	Student
Richard DeCeglie	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The plan was originated by the MHS School Improvement Team including administration, faculty, and staff. Then presented to SAC members for review and feedback, especially as it relates to funding, technology implementation, and community collaboration. After the original document was edited, based specifically on community feedback, it was presented to the entire SAC team and the district school board designee and approved upon the first full presentation. The plan was successful in all areas, except Biology. This was a weakness in the entire state, including Matanzas High School, where we saw a significant reduction in student mastery based on EOC scores. In full, last year's school improvement plan was successful in identifying areas of weakness and concern, which provided a plan for success.

Development of this school improvement plan

A new team will be created for creation of the entire plan, but a similar process for designing the plan will be implemented to guarantee parent and community involvement in the design and editing process for the SIP in 2014-2015. We will have parents, community members, teachers, SAC members, and administrators working collaboratively to design the CIM based on last years data, current resources, and the staff in place at Matanzas. With a new form of state grading system for the 2014-15 school year, the team will place focus on the areas of student achievement goals, and parent/community involvement. Multiple levels of teams are created to collaborate on the individual goals and resources necessary to raise student achievement. Any focal points that are concerning to

the administrative and leadership team will be addressed. The SAC representatives will also have input on any areas of concern and methods to utilize for raising student achievement.

Preparation of the school's annual budget and plan

Our first SAC meeting is already designed to discuss the annual budget, to include the possibility of dispersing school recognition funds for receiving an A rating. Due to district-wide declining enrollment, the budget is frozen by the district and no funds are available for allocation to special programs. The staffing plan and text resources are also dictated by the district this year. The process for allocating SAI funds will be reviewed by the SAC members, which will include after-school tutoring for students in all core subjects. The tutors must be certified in the content area they wish to tutor, in order to be eligible for hiring. The SAC funds leftover from the previous two years will be addressed in upcoming SAC meeting(s).

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The school was not allocated SIP funding for 2013-2014 by the State of Florida. However, school recognition for Matanzas High School receiving an A was utilized for faculty and staff bonuses (85%), mini-grants (10%), and student recognition (5%) for multiple indicators of student achievement. Our mini-grants were approved by a committee comprised of school, parent, and community members and were only approved if the grants were designed to directly impact student achievement. Examples are: Student Leadership Academies for AP and EOC test preparation, ESE student calculators and prime level books, Science Olympiad, Steel drum instruction and materials, ESE school store supplies, and NASA type robotics.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Kara

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Minn, Kara	Assistant Principal
Kraverotis, Mandy	Instructional Coach
Lagocki, Fran	Instructional Coach
Shelby, John	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Based on significant instructional shifts in Florida Standards Assessments, our LLT will be the primary source for information and professional development. With both Reading and Writing undergoing a paradigm shift towards informational text analysis, which then becomes higher order analysis when designing a response, students will benefit from a strategical shift in professional development of faculty members. From the beginning of the school year, Mandy Kraverotis, with the help from our AP

Teachers, will be modeling and teaching her peers how to increase the overall writing skills and analysis of student writing and reading.

Grade level rubrics exist from the FSA in ELA, which will be used to evaluate student proficiency in writing throughout the year. Peer evaluation of student work will be an ongoing process through both department and PLC meeting in 2014-15. As the shift to writing in all subjects for both FSA and EOC's has occurred, teachers must be evaluating writing equally for students to be fairly assessed.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

All teachers at Matanzas High School have a 50-minute common planning time, where they are encouraged to plan together by content area and grade level. The formation of professional learning communities last school year will continue this school year, where teams will continue to grow and develop. We also offer teachers time during the school day, should they need extended opportunities, uninterrupted planning time, to work with their peers as needed.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

When hiring a new employee, we make sure the posting on our human resources application page is as specific as we can be regarding the needs for the position. Multiple administrators review candidates applications and a selection is considered for interviews. Internal and veteran candidates are interviewed. We do not interview candidates who are not highly-qualified in the area in which we are hiring.

An interview committee is put together, to ensure all areas of the position are represented when interviewing candidates. Our school uses multiple interview banks of questions, where all areas of the position are deeply questioned. Areas include, but are not limited to: content knowledge, classroom management, technology, extra-curricular activities, and pedagogy.

Once candidates are selected and hired, we assign a mentor, as needed to the recruit. New recruits are linked to a mentor, content area specialist, and administrator, so they always have someone to seek out when in need of assistance. We are sure to meet with that teacher, as needed, to review performance and help them with their classroom data, so they are using that to inform their instructional decisions.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New hires, including those from out of county with experience, or novice hires, are all assigned a mentor during the first few weeks of school. This mentor has either clinical educator training or a mentor training, so they are qualified to assist our new teacher.

The expectation is that mentors and mentees meet as needed, but no less than once per month for a minimum of a hour. Most mentors and mentees are in the same content areas, so they plan together almost daily, if not, weekly.

We host a mentor/mentee meeting once per month with the curriculum administrator to ensure that the needs of the new hires are being met, and to talk with the mentor, gauging what other needs may have to be satisfied outside of the working pair. We use the time to review policies, instruct our new recruits on the mission, vision, motto, and guidelines. We also use the time to instruct new teachers with knowledge transition events like Performance Matters, GradeCam, and other programs and "sit and get" type learning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

English:

The English department recently adopted the College Board Spring Board materials and curriculum for all grade levels, 9-12. The curriculum was originally aligned to common core standards, and recently realigned to Florida State Standards. Teachers receive a teacher resource guide, writer's workshop guide, close-reader, DVD's, and each student has a consumable copy. In addition, there are also online resources that teachers and students may access. Teacher may see students working on assignments in real-time. All general English, and English honors courses use Spring Board. Additional resources include: Sound and Sense for AP Literature plus novels chosen (sometimes with student input) from the AP list. We also use released exams and AP teaching strategies from the website and handouts from Grammarbytes.

Reading:

Also recently adopted is the Collections curriculum from Houghton-Mifflin-Harcourt publishing. The curriculum includes a student textbook, close reader, online student book, exemplar resources, and teacher editions. All intensive reading-double block English courses for grades 9 and 10 use this collection for their English curriculum. They continue to use Read 180, from Scholastic, as their Intensive reading curriculum for grade 9 and 10.

Junior and Senior retakes uses the Collections materials as their curriculum for intensive reading. They supplement the curriculum with ACT e-Books (11-12 only), Teengagement Reading Intervention program online, Townsend Press Groundwork in Vocabulary, Improving Vocabulary and Advancing Vocabulary workbooks, and What's Happening Tier 2 intervention workbooks from HMH., FCAT prep (senior and junior retakes only) and other outside online sources.

Tweentribune.com is also used as a supplement for homework as an additional resource for reading. At the end of the article the students must answer a critical challenge question. They answer via the computer.

Science:

Biology continue to use the textbook, Biology, by Miller and Levine. This textbook was adopted only a few years ago, and continues to support the curriculum for learning and EOC purposes. Teachers use the online resources, along with the Reading Coach workbook, that comes with the text, to support students with reading and test skills.

Teachers meet with a district curriculum specialist to pace out the units and create additional resources as needed. In addition, the specialist also holds progress monitoring and data chat meetings. She will be present and working specifically with our biology teachers at all PLC's.

General marine classes textbook used is Life on an Ocean Planet.

Marine Honors Classes uses the textbook Marine Ecology: Processes, Systems, and Impacts.

Online Resources for both classes include a multitude of found online sources that I align to standards. I also will utilize CPALMS, which has vetted lessons that use specific cites to teach specific standards.

We currently use HOLT Modern Chemistry textbook for Honors Chemistry. The reliable availability of electronic resources I am using include a variety of online texts including but not limited to:

<https://www.boundless.com/chemistry/>

<http://antoine.frostburg.edu/chem/senese/101/glossary.shtml>

http://college.cengage.com/chemistry/general/zumdahl/world_of_chem/1e/students/glossary/

<http://upload.wikimedia.org/wikipedia/commons/0/08/GeneralChemistry.pdf>

AP Chemistry also uses: 5th Steps to Chemistry Study Guide.

AP Physics and Physics 1:

E-text through pearsonsuccessnet.com (Conceptual Physics by Paul Hewitt), KhanAcademy.com for various math skills practice and flipping the classroom with the physics videos.

Flipping the classroom with "Hewitt Drew It" videos by the author of our textbook (found on YouTube, playlist available upon request)

Physlet java applets (interactive online virtual physics labs)

CPALMS.com for physics 1 standards and lesson resources

AP ONLY:

Additional text: 5 Steps to a 5 in AP Physics 1 by Greg Jacobs

Online homework service through University of Texas' QUEST resource

We use Human Anatomy and Physiology textbook, biologycorner.com, and iteachbio.com for Anatomy and Physiology. We also use news sources, such as NY Times, NPR, etc, as supplemental material in the classroom as well. Many labs are written or modified them from other resources.

Physical Science uses the following materials:

Newsela

socratic.org

<https://www.youtube.com/user/khanacademy>

<https://www.youtube.com/user/smithsciencegms/videos>

TED talks

Nature of Science

Math:

The Math for College Readiness course uses the textbook Intermediate Algebra: Math for College Readiness as well as Springboard online for Algebra supplements, PERT sample questions and consumables from Holt and Kuta Software, and Khan Academy and Mathtrain for video/online tutoring supplements. Students are given pre-quizzes before each unit and are then grouped accordingly based on those results.

The Algebra I and Algebra II courses use Spring Board for their curriculum, supplemented with Kuta Software and Algebra Nation. All of this is aligned to the Florida Standards. Quizzes, tests, and graded classwork assignments allow the teachers to adjust to the needs of the students. Warm-up material is used for this purpose, but also some lessons are retaught based on data collected formally or informally. Review lessons are usually open-ended so students get to pick which content they need to review first or most and students are expected to use their assessment data to help direct their learning. Kuta Software gives teachers a "wall of remediation" so they can give students remediation material based on their needs (data-driven with quizzes, test, classwork, and homework assignments) or students can select remediation based on what they feel they need. Pre-tests are given to determine where to start with a new topic, especially if the standards expect a level of prerequisite skills that might not be true.

The Geometry classes use Pearson Geometry as their textbook, and supplement their curriculum with Khan Academy, Engage New York, and GeometryCommonCore.com. Teachers are currently reworking the curriculum to fit the Florida Standards' expectations. Many of these supplementary materials are aligned to Common Core, so these shifts are not too difficult for the teachers. Teachers use Gradecam item analysis for differentiation and re-teaching opportunities.

Advanced Placement Calculus utilizes the textbook Calculus of a Single Variable by Larson and Edwards, supplemented with AP Central, Khan Academy, Kuta Software, mastermathmentor.com, released AP exams, and study guides for the AP Calculus exam. All resources are designed to keep the AP test in mind or reinforce underlying concepts that might hold students back from the deeper understanding needed to be successful on the exam. Data is used to determine which topics need to be retaught, and material is presented in a different way.

The AP Statistics class uses The Practice of Statistics by Starnes, Yates, and Moore, supplemented by AP Central, Statsmonkey.com, newspaper articles, TI-Nspire activities, JMP Statistical software, released AP tests, and AP study guides. AP Central is specifically designed for AP Courses.

Statsmonkey also keeps AP in mind when it talks about the textbook and helping to align FRQs from previous years to the current chapter in the book. The textbook's website has visuals and applets to show the concepts and incorporate technology. The Nspire uses technology to teach and reinforce concepts. The JMP software helps students see statistical software and what the statistical analysis looks like from a computer print out, which is a requirement for the AP Exam.

Social Studies:

Advanced Placement US History utilizes The American Pageant, 13th edition by Kennedy, Cohen, and Bailey, supplemented by Amsco's United States History: Preparing for the Advanced Placement Examination. College Board's standards meet or exceed the Florida Standards. Pre-tests, IEPs, and 504 plans are used to differentiate instruction.

Advanced Placement Government and Economics uses We the People by Ginsberg, Weir, Lowi, and Tolbert. The curriculum is supplemented with websites, current articles, and primary documents such as the Federalist Papers. College Board's standards meet or exceed the Florida Standards. Pre-tests, IEPs, and 504 plans are used to differentiate instruction.

Advanced Placement World History uses The Earth and Its Peoples by Bullett, et al. The curriculum is supplemented with websites, current articles, and primary documents such as the Federalist Papers. College Board's standards meet or exceed the Florida Standards. Pre-tests, IEPs, and 504 plans are used to differentiate instruction.

World History classes use McDougall Littell's World History: Patterns of Interaction. The textbook is supplemented with curriculum supplements by the publisher, including reading supplements, graphic organizers, and vocabulary sheets. All lessons are aligned with Florida Standards. Data is used to identify strong and weak students, and students are also given a learning styles inventory.

Economics courses use Prentice Hall's Economics: Principles in Action and the Everfi Educational Platform for Financial Literacy. All lessons are aligned with Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

As the 2014-15 school year begins, the need for progress monitoring is vital. At this point, FAIR is the primary source of data used to monitor progress in Reading according to the FSA. Writing progress monitoring will be implemented through peer analysis of student writing in PLC's according to the state rubric at each grade level. In addition, cross-curricular instruction in English and Social Studies have provided another layer of embedded assessments to analyze reading and writing skills with higher order questions for multiple units throughout the year. English and Social Studies small group PLCs will meet three times per year to design assessments, evaluate the results, and use the student assessment results to inform instruction. Reading teachers meet in small group PLCs every three weeks, after a progress monitoring test, to analyze results that will drive differentiated instruction in intensive reading and content-area reading classes. Reading tests will be teacher created tests based on FSA item specifications.

In math, progress monitoring will occur after the test-item specifications have new questions provided at the local level to enhance the data for teachers to evaluate student progress. Biology and US History progress monitoring will utilize previous resources until updates have been made to the End-of-Course assessments.

Historically, our schools scores have exceeded the state average and increased over time in all areas other than Reading and Writing. Since Science was an unexpected outlier in the negative range in 2013-14, additional support will be given to the teachers and students for tracking data and pacing as the year progresses. Our after school programs for tutoring and test preparation have shown a significant success rate for students who willingly participate.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,400

After school tutoring on Tuesday and Thursday from 2pm - 4pm, which includes after school buses. This will provide extended enrichment in the 4 core content areas and foreign language. In addition, this will provide an opportunity for students to retake tests, if needed, to increase content mastery or make-up a test when students were absent from class.

Strategy Rationale

Many students need remediation or one-to-one assistance to better comprehend materials, especially in mathematics. These certified teachers provide specialized instruction for students who have simply struggled to master the content during normal class hours.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Minn, Kara, minnk@flaglerschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Each week, an attendance report is provided, and the subject in which students attended tutoring. If students were present for make-up work, that will also be accounted for.

Strategy: After School Program

Minutes added to school year: 600

EOC test prep for Algebra, Geometry, Algebra II, Biology and US History

Strategy Rationale

This additional instruction/remediation will assist in preparing students for upcoming assessments in the Spring of 2015.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Minn, Kara, minnk@flaglerschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

July 2015

Strategy: Summer Program

Minutes added to school year: 2,160

Summer EOC Remediation for the Algebra EOC and FSA for Algebra I

Strategy Rationale

Any student who fails the Algebra End-of-Course Exam is provided additional instruction over the summer in order to prepare for the EOC given in July. This remedial/test prep course provides additional instruction and testing skill to students who choose to participate. Since this test is a graduation requirement, our school has determined the need to focus on this test as the summer remedial program for math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Shelby, John, shelbyj@flaglerschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

August 25, 2015 assuming results are released at a normal pace with the new FSA.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

During the final semester of 8th grade, our future students are presented with an overview of the programs offered at Matanzas High School by our Guidance Department. At that time, students are provided with course selection sheets and given opportunities to explore the options of our flagship programs and traditional tracks for their 4 year experience. In addition, our school has an orientation night, so students can familiarize themselves with the facilities, academic, and extracurricular programs available during high school. Over 90 percent of our families come to this event, so we have good communication about the mission, vision, and motto at Matanzas. Our faculty and staff come to this event to provide a welcoming environment for our incoming ninth graders.

Matanzas receives the MTSS folders from our feeder middle school which contains the academic, behavior, and intervention history for our struggling students. These students will be monitored through the MTSS process at Matanzas and provided all the supports necessary to meet the requirements to graduate high school.

For our outgoing Senior Cohort, we take pride in celebrating success. We have multiple awards ceremonies and activities that share our pride in their success in four years. In addition, we have a local scholarship celebration each year to honor our students who receive funds for education from the community.

One vital aspect during their Senior year is the one-on-one meeting with the guidance counselors. Each student has the opportunity to discuss their future beyond high school and is provided many types of information regarding careers, technical schools, college, and military entrance. Each student is also provided access to their financial aid information to discover their options for scholarships.

For our ESE students, the Support Facilitation teachers and Staffing Specialist spend extended time

providing options and guiding students towards careers, colleges, and technical programs. Each of these goals are aligned with the IEP that has followed them throughout high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

(Guidance)

Each year, our Guidance Counselors meet with their students to track progress towards graduation and college readiness. Students are counseled in relation to financial support through local, state, and national scholarships for college and careers. Also, as students enter 9th grade, we celebrate the expected date of graduation sponsored by Herff Jones. Each student receives a mock diploma and signs a banner with their promise to graduate in four years. Each year we have a college fair on campus which highlights colleges and career centers.

All Juniors must take the PERT, unless they have a previous PERT, ACT, or SAT that indicates college readiness. If students are not college ready by the end of their Junior year in Math, Reading, and Writing, they are required to take the Math or English for College Readiness courses designed by the state of Florida. During these rigorous courses, students are provided the skills necessary to succeed on the PERT test at the end of their Senior year. In fact, the PERT is the Final Exam in English IV and Math for College Readiness. Part of the curriculum is to seek schools that students feel they can be successful based on their current data.

Our ESE department has ongoing relationships with Winn-Dixie, Goodwill, and Humane Society Thrift Store for community based instruction. Students are placed in career oriented activities to provide life skills and community orientation.

Matanzas High School offers 18 Advanced Placement courses, ranging from all core content to elective arts courses. Students with a proficient score of 3 or higher earn college credit. We partner with College Board through the Florida Partnership. Students who show potential for success in courses are encouraged to take classes, as research shows access to these courses increase students success rates.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Examples of Career and Technical Education programs at Matanzas are:

Plant Biotechnology (formerly Ag. Science)

Construction Technology

Culinary Arts

Marketing

Technology Information

Two of our newest Flagship Academies are:

Finance Academy (sponsored by Vystar Credit Union)

Health Science Academy (in conjunction with Adult Education)

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

During the 10 years of existence, Matanzas High School has invested many resources in providing students with multiple options for career and technical programs. All of these programs are designed to provide students with industry certification and the ability to continue with an educational path towards further certifications or entering the workforce upon high school graduation. Each program is designed to provide the core curriculum for high school graduation while providing the per-requisite and core courses for industry certification within the fields of study. Our connection between core content and CTE studies is founded upon the guiding principles of cross-curricular instruction that leads to deeper understanding in all content areas.

Much of the program revolves around finding the best teachers who are certified at the local, state, and national level and are passionate about their content area. We have the best teachers available for our students in our CTE courses and provide advanced instruction that provides continued infusion of digital instruction relative to their fields of study.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Matanzas offers a wide variety of Advanced Placement courses each year. This program has grown over the last four years and we now offer 18 courses in multiple content areas as well as Dual Enrollment for all students who qualify. Each year, we try to increase enrollment in AP Courses and have more students graduating each year with an Associates Degree from Daytona State College. Our Guidance Department seeks data from 8th grade students to encourage enrollment in 2 AP courses for incoming 9th graders, which are AP Biology and AP Human Geography. As research has shown, students who participated in AP courses are nearly twice as successful in their first year of college in comparison to non-AP students in high school.

The department also hosts an event for Juniors each year providing all the information necessary for applying for schools and all the resources for financial aid in an effort to increase college enrollment for graduating seniors.

Students in grades 9-11 also participate in the PSAT annually. This is an excellent diagnostic tool for AP Potential and SAT scoring prediction. Classroom teachers can use this data to evaluate student levels in all 3 grade levels and continue rigorous instruction to enhance the levels of college preparedness during core instruction, especially for Math, Reading, and Writing. The Florida Partnership through College Board is a resource that helps provide such opportunities.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase parental and community involvement and support through curricular and extracurricular activities for at-risk students.
- G2.** Increase the proficiency in the Biology End-of-Course Exam by 7%.
- G3.** Meet the AMO Goal for Math Proficiency on the new FSA End-of-Course Exams in Algebra and Algebra II.
- G4.** Exceed the AMO for Reading and Writing Proficiency (overall Literacy) according to the ELA FSA for 9th, 10th, and 11th grades in April 2015.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase parental and community involvement and support through curricular and extracurricular activities for at-risk students. 1a

G041792

Targets Supported 1b

Indicator	Annual Target
On-time Progression to Grade 10	2.0
4-Year Grad Rate (At-Risk)	59.0

Resources Available to Support the Goal 2

- There is a large population of parent and community members who have not been involved in the Matanzas High School programs, in order to support student achievement.

Targeted Barriers to Achieving the Goal 3

- A lack of communication and knowledge exists about the many programs at Matanzas to support students in and out of the classroom.

Plan to Monitor Progress Toward G1. 8

Compare the 2013-14 data for parent involvement to the 2014-15 parent involvement data for all major events, guidance, ESE, and extracurricular activities.

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Spreadsheets from each event are collected and data will be used to compare year over year parental involvement.

G2. Increase the proficiency in the Biology End-of-Course Exam by 7%. 1a

G041468

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	64.0

Resources Available to Support the Goal 2

- Professional Learning Community meetings designed specifically for the science department with district curriculum specialist assistance.
- Additional planning days to analyze data and monitor pacing aligned with the EOC test item specifications.

Targeted Barriers to Achieving the Goal 3

- Limited access to uniform progress monitoring to analyze student mastery for all students enrolled in Biology.
- The current team has limited experience with EOC instruction based on the NGSSS and Florida Standards shifts in instruction.

Plan to Monitor Progress Toward G2. 8

Analysis of Progress Monitoring Scores and pacing of curriculum for student mastery of EOC test item specifications on a quarterly basis.

Person Responsible

John Shelby

Schedule

Quarterly, from 9/29/2014 to 4/17/2015

Evidence of Completion

Notes and data spreadsheets from quarterly PLC and data meetings for Progress Monitoring.

G3. Meet the AMO Goal for Math Proficiency on the new FSA End-of-Course Exams in Algebra and Algebra II. 1a

G041408

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	93.0

Resources Available to Support the Goal 2

- Springboard Curriculum has been purchased for Algebra I and II as a pilot for this school year

Targeted Barriers to Achieving the Goal 3

- Inaugural year for Algebra II and the redesign for Algebra I present a barrier for teachers

Plan to Monitor Progress Toward G3. 8

Levels of Proficiency will be calculated and graphed by standard in Geometry.

Person Responsible

John Shelby

Schedule

Semiannually, from 1/21/2015 to 4/15/2015

Evidence of Completion

Graphs for proficiency will be collected and evaluated. Later, these will be compared to FSA results to compare with the state assessment outcomes.

G4. Exceed the AMO for Reading and Writing Proficiency (overall Literacy) according to the ELA FSA for 9th, 10th, and 11th grades in April 2015. 1a

G037938

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	71.0
ELA/Reading Gains	68.0
FSA - English Language Arts - Proficiency Rate	
ELA/Reading Lowest 25% Gains	67.0

Resources Available to Support the Goal 2

- Teachers will utilize the PMRN FAIR assessment resource to monitor progress in reading
- Reading teachers will utilize SRI testing to address student Lexile levels for reading comprehension.
- Springboard and Collections for ELA teachers have embedded writing assessments.

Targeted Barriers to Achieving the Goal 3

- This will encompass over 1200 students to test and analyze data 3 times per year.
- The new FSA in ELA is new and the concern is the level of correlation to FAIR data as a predictor of the FSA outcomes.
- Writing assessments must be implemented in all content areas.

Plan to Monitor Progress Toward G4. 8

Each cycle of testing will have a completion chart and data analysis for Progress Monitoring in Reading and Writing overseen by the Literacy Coach, Fran Lagocki.

Person Responsible

John Shelby

Schedule

Annually, from 9/8/2014 to 6/1/2015

Evidence of Completion

Each round of FAIR (1, 2, and 3), SRI Testing, and teacher embedded assessments for reading, will be analyzed for student growth and compare the predictor score to FSA scores at the end of the school year and evaluate student use of text complexity to increase reading achievement. Writing assessments will be analyzed for continued growth as Literacy is addressed in all content areas.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase parental and community involvement and support through curricular and extracurricular activities for at-risk students. **1**

 G041792

G1.B1 A lack of communication and knowledge exists about the many programs at Matanzas to support students in and out of the classroom. **2**

 B101550

G1.B1.S1 Increase communication and participation of all families at Matanzas High School. **4**

 S112746

Strategy Rationale

If families were more informed and participatory at Matanzas High School, fewer students would be non-participants in curricular and extra-curricular activities.

Action Step 1 **5**

Increase levels of communication to families about the programs available to students

Person Responsible

Kenny Seybold

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Consistent Robo calls will be used to communicate with families regarding major upcoming events.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Each month a Robo call file will be updated regarding the pertinent information provided to families.

Person Responsible

Kenny Seybold

Schedule

On 5/29/2015

Evidence of Completion

Ongoing file created to describe each Robo call sent out.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyze parent involvement data to support increase in parental support for students and the school.

Person Responsible

John Shelby

Schedule

Evidence of Completion

Each major activity will have a parent sign-in sheet and email contact form to elicit further connections.

G2. Increase the proficiency in the Biology End-of-Course Exam by 7%. 1

G041468

G2.B1 Limited access to uniform progress monitoring to analyze student mastery for all students enrolled in Biology. 2

B104504

G2.B1.S1 Assist Biology teachers with the creation of a uniform method of progress monitoring aligned with the EOC test item specifications. 4

S115688

Strategy Rationale

Teachers need the opportunity to analyze data for student mastery in the content area.

Action Step 1 5

Create a progress monitoring assessment and testing calendar

Person Responsible

John Shelby

Schedule

Quarterly, from 9/15/2014 to 3/20/2015

Evidence of Completion

A posted

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Oversee the completion of the testing calendar for Biology Progress Monitoring.

Person Responsible

John Shelby

Schedule

Quarterly, from 9/22/2014 to 5/1/2015

Evidence of Completion

Collect the data regarding the completion of the calendar and then the completion rate of students during each testing cycle.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Provide teachers with feedback on the overall completion rate and discuss the results for the student grand mean and percentage of students showing mastery in each standard.

Person Responsible

John Shelby

Schedule

Quarterly, from 9/29/2014 to 4/17/2015

Evidence of Completion

Notes and the overall data report from Skyward indicating the student scores on Progress Monitoring.

G2.B2 The current team has limited experience with EOC instruction based on the NGSSS and Florida Standards shifts in instruction. 2

 B104505

G2.B2.S1 Provide PLC's for teachers to master the curriculum, map the curriculum for test item specifications, and provide students with high-yield strategies throughout the school year. 4

 S120212

Strategy Rationale

Students will master the curriculum from teachers who are well trained in high-yield strategies and utilize the test item specifications when mapping out the school year to align instruction towards EOC expectations.

Action Step 1 5

Provide teachers with PLC's to master high-yield strategies and align instruction towards the EOC expectations.

Person Responsible

Mandy Kraverotis

Schedule

Quarterly, from 9/15/2014 to 3/13/2015

Evidence of Completion

Calendar invites are sent to all teachers with the dates for Professional Development through PLC's.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Each meeting will be directed by the TSC and supported by administration for teacher development. Teachers will also continue monitoring the progress of the curriculum map for the year.

Person Responsible

Mandy Kraverotis

Schedule

Quarterly, from 9/15/2014 to 3/2/2015

Evidence of Completion

Align the schools pacing guide with the curriculum map and test item specifications at each meeting.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Pacing guide will be monitored quarterly at PLC's and progress monitoring data will be available to analyze for student mastery.

Person Responsible

Mandy Kraverotis

Schedule

Quarterly, from 9/15/2014 to 5/1/2015

Evidence of Completion

Student data from progress monitoring will be analyzed for mastery and pacing guides will be analyzed to validate completion of test item specification standards to prepare for the Spring EOC.

G3. Meet the AMO Goal for Math Proficiency on the new FSA End-of-Course Exams in Algebra and Algebra II.

1

G041408

G3.B1 Inaugural year for Algebra II and the redesign for Algebra I present a barrier for teachers

2

B100317

G3.B1.S1 PLC's designed to have common planning and data analysis to analyze the pace of the course with the FSA test item specifications and standards.

4

S111559

Strategy Rationale

At this point, the FSA has a limited amount of test questions for teachers to utilize for aligning test questions to those students will see on the state assessment.

Action Step 1

5

Provide PLC's during the year and allow teachers to use common planning to analyze student progress aligned to the state standards.

Person Responsible

John Shelby

Schedule

Monthly, from 9/5/2014 to 5/15/2015

Evidence of Completion

Notes from the meetings will be forwarded to Dr. Shelby.

Action Step 2

5

Providing training by the district staff to align instruction to the new Florida Standards

Person Responsible

Kara Minn

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Each month, data will be shared among Geometry teachers aligned with pacing and proficiency. This data will be shared with Dr. Shelby and feedback will be provided to the teachers.

Person Responsible

John Shelby

Schedule

Monthly, from 9/10/2014 to 5/15/2015

Evidence of Completion

Data analysis documents and notes from the meeting.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

As we analyze school-wide data, levels of proficiency and pacing will be evaluated.

Person Responsible

John Shelby

Schedule

Monthly, from 9/12/2014 to 5/15/2015

Evidence of Completion

A spreadsheet and graphs will be used for growth and proficiency according to the FSA test item specifications. Much of this will not be completed until January when the state releases the information.

G4. Exceed the AMO for Reading and Writing Proficiency (overall Literacy) according to the ELA FSA for 9th, 10th, and 11th grades in April 2015. 1

G037938

G4.B1 This will encompass over 1200 students to test and analyze data 3 times per year. 2

B091252

G4.B1.S1 Limit staggered testing dates so that all students will test within one week of each other so that data is relative to equal instructional time prior to the testing. 4

S104613

Strategy Rationale

If students in the same grade level have more time of instruction compared to their peers, the results may be inconclusive.

Action Step 1 5

Schedule FAIR and SRI testing within the same week for all students in the same grade level.

Person Responsible

John Shelby

Schedule

Quarterly, from 9/1/2014 to 3/9/2015

Evidence of Completion

A testing calendar for Matanzas High School will indicate testing times with more specifics provided to the ELA teachers.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

A testing calendar will be created to specify specific dates for PM to coordinate by grade level.

Person Responsible

John Shelby

Schedule

Evidence of Completion

A school-wide calendar will be distributed to all classrooms electronically.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

The Literacy Coach, Fran Lagocki, will monitor student completion of FAIR testing for each cycle of testing.

Person Responsible

John Shelby

Schedule

Semiannually, from 9/1/2014 to 4/1/2015

Evidence of Completion

A data report from PMRN will give a detailed summary of student completion and scores for each round of FAIR testing. Lexile levels are provided to teachers upon student completion of SRI testing for immediate feedback and data analysis.

G4.B2 The new FSA in ELA is new and the concern is the level of correlation to FAIR data as a predictor of the FSA outcomes. 2

 B093567

G4.B2.S1 Reading Teachers will create assessments for MTSS monitoring. Those tests will be used in all Reading classes, and ELA teachers will have the opportunity to utilize these assessments in English 1, 2, and 3 classes. 4

 S116343

Strategy Rationale

Teachers will need multiple layers of assessments to monitor progress during our first year of the FSA in order to prepare students for the state assessment.

Action Step 1 5

Reading Teachers will meet to create assessments for the school year which mirror FSA questions and are aligned to the ELA test item specifications.

Person Responsible

Fran Lagocki

Schedule

On 9/30/2014

Evidence of Completion

40 assessments will be produced for teachers to share during the school year.

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Reading teachers will collaborate and share data once every three weeks to monitor progress for Level 1 and 2 readers.

Person Responsible

Fran Lagocki

Schedule

Monthly, from 9/29/2014 to 4/20/2015

Evidence of Completion

Teachers will maintain the district template for MTSS on all students throughout the year.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Evaluate individual and class period growth with trend line analysis.

Person Responsible

Fran Lagocki

Schedule

Monthly, from 10/6/2014 to 5/1/2015

Evidence of Completion

Individual, Class, and School-wide data will be collected as the school year continues.

G4.B3 Writing assessments must be implemented in all content areas. 2

B105164

G4.B3.S1 During PLC's, all teachers will participate in shared scoring of Writing assessments to better understand critical analysis of writing aligned with the state rubric in grades 9, 10, and 11. 4

S116483

Strategy Rationale

All teachers at Matanzas are teachers of literacy and will support the overall literacy of all students grades 9-11.

Action Step 1 5

All teachers will meet in PLC's to learn and utilize the rubrics created by the state for the grade level FSA.

Person Responsible

Mandy Kraverotis

Schedule

Quarterly, from 9/15/2014 to 2/20/2015

Evidence of Completion

Each teacher will bring student responses to the meetings to grade according to the rubric.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Each teacher will participate in an online mock assessment and then peer grade student work in all PLC's

Person Responsible

Mandy Kraverotis

Schedule

Quarterly, from 9/15/2014 to 2/20/2015

Evidence of Completion

Examples of student work will be graded, then presented to whole groups for evaluation.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

As the year continues, student scores will increase and teacher participation and instruction for writing will be specific to content area.

Person Responsible

Mandy Kraverotis

Schedule

Quarterly, from 9/15/2014 to 2/23/2015

Evidence of Completion

Student samples will be indicative of increased achievement in writing.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Schedule FAIR and SRI testing within the same week for all students in the same grade level.	Shelby, John	9/1/2014	A testing calendar for Matanzas High School will indicate testing times with more specifics provided to the ELA teachers.	3/9/2015 quarterly
G3.B1.S1.A1	Provide PLC's during the year and allow teachers to use common planning to analyze student progress aligned to the state standards.	Shelby, John	9/5/2014	Notes from the meetings will be forwarded to Dr. Shelby.	5/15/2015 monthly
G2.B1.S1.A1	Create a progress monitoring assessment and testing calendar	Shelby, John	9/15/2014	A posted	3/20/2015 quarterly
G4.B2.S1.A1	Reading Teachers will meet to create assessments for the school year which mirror FSA questions and are aligned to the ELA test item specifications.	Lagocki, Fran	9/30/2014	40 assessments will be produced for teachers to share during the school year.	9/30/2014 one-time
G4.B3.S1.A1	All teachers will meet in PLC's to learn and utilize the rubrics created by the state for the grade level FSA.	Kraverotis, Mandy	9/15/2014	Each teacher will bring student responses to the meetings to grade according to the rubric.	2/20/2015 quarterly
G1.B1.S1.A1	Increase levels of communication to families about the programs available to students	Seybold, Kenny	8/18/2014	Consistent Robo calls will be used to communicate with families regarding major upcoming events.	5/29/2015 monthly
G2.B2.S1.A1	Provide teachers with PLC's to master high-yield strategies and align instruction towards the EOC expectations.	Kraverotis, Mandy	9/15/2014	Calendar invites are sent to all teachers with the dates for Professional Development through PLC's.	3/13/2015 quarterly
G3.B1.S1.A2	Providing training by the district staff to align instruction to the new Florida Standards	Minn, Kara		one-time	
G1.MA1	Compare the 2013-14 data for parent involvement to the 2014-15 parent involvement data for all major events, guidance, ESE, and extracurricular activities.		8/18/2014	Spreadsheets from each event are collected and data will be used to compare year over year parental involvement.	5/29/2015 quarterly
G1.B1.S1.MA1	Analyze parent involvement data to support increase in parental support for students and the school.	Shelby, John	Each major activity will have a parent sign-	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			in sheet and email contact form to elicit further connections.		
G1.B1.S1.MA1	Each month a Robo call file will be updated regarding the pertinent information provided to families.	Seybold, Kenny	8/18/2014	Ongoing file created to describe each Robo call sent out.	5/29/2015 one-time
G2.MA1	Analysis of Progress Monitoring Scores and pacing of curriculum for student mastery of EOC test item specifications on a quarterly basis.	Shelby, John	9/29/2014	Notes and data spreadsheets from quarterly PLC and data meetings for Progress Monitoring.	4/17/2015 quarterly
G2.B1.S1.MA1	Provide teachers with feedback on the overall completion rate and discuss the results for the student grand mean and percentage of students showing mastery in each standard.	Shelby, John	9/29/2014	Notes and the overall data report from Skyward indicating the student scores on Progress Monitoring.	4/17/2015 quarterly
G2.B1.S1.MA1	Oversee the completion of the testing calendar for Biology Progress Monitoring.	Shelby, John	9/22/2014	Collect the data regarding the completion of the calendar and then the completion rate of students during each testing cycle.	5/1/2015 quarterly
G2.B2.S1.MA1	Pacing guide will be monitored quarterly at PLC's and progress monitoring data will be available to analyze for student mastery.	Kraverotis, Mandy	9/15/2014	Student data from progress monitoring will be analyzed for mastery and pacing guides will be analyzed to validate completion of test item specification standards to prepare for the Spring EOC.	5/1/2015 quarterly
G2.B2.S1.MA1	Each meeting will be directed by the TSC and supported by administration for teacher development. Teachers will also continue monitoring the progress of the curriculum map for the year.	Kraverotis, Mandy	9/15/2014	Align the schools pacing guide with the curriculum map and test item specifications at each meeting.	3/2/2015 quarterly
G3.MA1	Levels of Proficiency will be calculated and graphed by standard in Geometry.	Shelby, John	1/21/2015	Graphs for proficiency will be collected and evaluated. Later, these will be compared to FSA results to compare with the state assessment outcomes.	4/15/2015 semiannually
G3.B1.S1.MA1	As we analyze school-wide data, levels of proficiency and pacing will be evaluated.	Shelby, John	9/12/2014	A spreadsheet and graphs will be used for growth and proficiency according to the FSA test item specifications. Much of this will not be completed until January when the state releases the information.	5/15/2015 monthly
G3.B1.S1.MA1	Each month, data will be shared among Geometry teachers aligned with pacing and proficiency. This data will be shared with Dr. Shelby and feedback will be provided to the teachers.	Shelby, John	9/10/2014	Data analysis documents and notes from the meeting.	5/15/2015 monthly
G4.MA1	Each cycle of testing will have a completion chart and data analysis for Progress Monitoring in Reading and Writing overseen by the Literacy Coach, Fran Lagocki.	Shelby, John	9/8/2014	Each round of FAIR (1, 2, and 3), SRI Testing, and teacher embedded assessments for reading, will be analyzed for student growth and compare the predictor score to FSA scores at the end of the school year and evaluate student use of text complexity to increase reading achievement. Writing assessments will be analyzed for continued growth as Literacy is addressed in all content areas.	6/1/2015 annually
G4.B1.S1.MA1	The Literacy Coach, Fran Lagocki, will monitor student completion of FAIR testing for each cycle of testing.	Shelby, John	9/1/2014	A data report from PMRN will give a detailed summary of student completion and scores for each round of FAIR testing. Lexile levels are provided to	4/1/2015 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				teachers upon student completion of SRI testing for immediate feedback and data analysis.	
G4.B1.S1.MA1	A testing calendar will be created to specify specific dates for PM to coordinate by grade level.	Shelby, John	9/3/2014	A school-wide calendar will be distributed to all classrooms electronically.	one-time
G4.B2.S1.MA1	Evaluate individual and class period growth with trend line analysis.	Lagocki, Fran	10/6/2014	Individual, Class, and School-wide data will be collected as the school year continues.	5/1/2015 monthly
G4.B2.S1.MA1	Reading teachers will collaborate and share data once every three weeks to monitor progress for Level 1 and 2 readers.	Lagocki, Fran	9/29/2014	Teachers will maintain the district template for MTSS on all students throughout the year.	4/20/2015 monthly
G4.B3.S1.MA1	As the year continues, student scores will increase and teacher participation and instruction for writing will be specific to content area.	Kraverotis, Mandy	9/15/2014	Student samples will be indicative of increased achievement in writing.	2/23/2015 quarterly
G4.B3.S1.MA1	Each teacher will participate in an online mock assessment and then peer grade student work in all PLC's	Kraverotis, Mandy	9/15/2014	Examples of student work will be graded, then presented to whole groups for evaluation.	2/20/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase the proficiency in the Biology End-of-Course Exam by 7%.

G2.B2 The current team has limited experience with EOC instruction based on the NGSSS and Florida Standards shifts in instruction.

G2.B2.S1 Provide PLC's for teachers to master the curriculum, map the curriculum for test item specifications, and provide students with high-yield strategies throughout the school year.

PD Opportunity 1

Provide teachers with PLC's to master high-yield strategies and align instruction towards the EOC expectations.

Facilitator

Mandy Kraverotis

Participants

Biology Teachers

Schedule

Quarterly, from 9/15/2014 to 3/13/2015

G3. Meet the AMO Goal for Math Proficiency on the new FSA End-of-Course Exams in Algebra and Algebra II.

G3.B1 Inaugural year for Algebra II and the redesign for Algebra I present a barrier for teachers

G3.B1.S1 PLC's designed to have common planning and data analysis to analyze the pace of the course with the FSA test item specifications and standards.

PD Opportunity 1

Provide PLC's during the year and allow teachers to use common planning to analyze student progress aligned to the state standards.

Facilitator

Mandy Kraverotis

Participants

Math teachers, Algebra I and II

Schedule

Monthly, from 9/5/2014 to 5/15/2015

PD Opportunity 2

Providing training by the district staff to align instruction to the new Florida Standards

Facilitator

Kara Minn, Mandy Kraverotis, and Louise Wolfe

Participants

Math teachers, Algebra I and II

Schedule

G4. Exceed the AMO for Reading and Writing Proficiency (overall Literacy) according to the ELA FSA for 9th, 10th, and 11th grades in April 2015.

G4.B2 The new FSA in ELA is new and the concern is the level of correlation to FAIR data as a predictor of the FSA outcomes.

G4.B2.S1 Reading Teachers will create assessments for MTSS monitoring. Those tests will be used in all Reading classes, and ELA teachers will have the opportunity to utilize these assessments in English 1, 2, and 3 classes.

PD Opportunity 1

Reading Teachers will meet to create assessments for the school year which mirror FSA questions and are aligned to the ELA test item specifications.

Facilitator

Kara Minn

Participants

All Reading Teacher

Schedule

On 9/30/2014

G4.B3 Writing assessments must be implemented in all content areas.

G4.B3.S1 During PLC's, all teachers will participate in shared scoring of Writing assessments to better understand critical analysis of writing aligned with the state rubric in grades 9, 10, and 11.

PD Opportunity 1

All teachers will meet in PLC's to learn and utilize the rubrics created by the state for the grade level FSA.

Facilitator

Mandy Kraverotis

Participants

All certified teachers

Schedule

Quarterly, from 9/15/2014 to 2/20/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase the proficiency in the Biology End-of-Course Exam by 7%.

G2.B1 Limited access to uniform progress monitoring to analyze student mastery for all students enrolled in Biology.

G2.B1.S1 Assist Biology teachers with the creation of a uniform method of progress monitoring aligned with the EOC test item specifications.

PD Opportunity 1

Create a progress monitoring assessment and testing calendar

Facilitator

John Shelby

Participants

Biology Team

Schedule

Quarterly, from 9/15/2014 to 3/20/2015

G4. Exceed the AMO for Reading and Writing Proficiency (overall Literacy) according to the ELA FSA for 9th, 10th, and 11th grades in April 2015.

G4.B1 This will encompass over 1200 students to test and analyze data 3 times per year.

G4.B1.S1 Limit staggered testing dates so that all students will test within one week of each other so that data is relative to equal instructional time prior to the testing.

PD Opportunity 1

Schedule FAIR and SRI testing within the same week for all students in the same grade level.

Facilitator

John Shelby and Fran Lagocki

Participants

ELA teachers, Grades 9-11.

Schedule

Quarterly, from 9/1/2014 to 3/9/2015

Budget Rollup

Summary

Description	Total
Goal 1: Increase parental and community involvement and support through curricular and extracurricular activities for at-risk students.	19,100
Goal 2: Increase the proficiency in the Biology End-of-Course Exam by 7%.	40,000
Goal 3: Meet the AMO Goal for Math Proficiency on the new FSA End-of-Course Exams in Algebra and Algebra II.	39,288
Goal 4: Exceed the AMO for Reading and Writing Proficiency (overall Literacy) according to the ELA FSA for 9th, 10th, and 11th grades in April 2015.	43,990
Grand Total	142,378

Goal 1: Increase parental and community involvement and support through curricular and extracurricular activities for at-risk students.

Description	Source	Total
B1.S1.A1 - 6100 Communications	General Fund	19,100
Total Goal 1		19,100

Goal 2: Increase the proficiency in the Biology End-of-Course Exam by 7%.

Description	Source	Total
B1.S1.A1 - 5100 Materials	General Fund	40,000
B2.S1.A1 - PLC's for 2014-15	Title II	0
Total Goal 2		40,000

Goal 3: Meet the AMO Goal for Math Proficiency on the new FSA End-of-Course Exams in Algebra and Algebra II.

Description	Source	Total
B1.S1.A1 - 5100 Materials	General Fund	39,288
B1.S1.A2		0
Total Goal 3		39,288

Goal 4: Exceed the AMO for Reading and Writing Proficiency (overall Literacy) according to the ELA FSA for 9th, 10th, and 11th grades in April 2015.

Description	Source	Total
B2.S1.A1 - 5100 Materials	General Fund	43,990
Total Goal 4		43,990