
Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	13
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	0
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	25

Martin County High School

2801 S KANNER HWY, Stuart, FL 34994

martinschools.org/o/mchs

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Every student will graduate college and career capable.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Selvidge, Cristina	Principal	<p>As Principal, I support the mission and vision outlined in the School Improvement Plan. I implement the structures to monitor instructional practices and student outcomes, providing all stakeholders with guidance, direction, and feedback. Adult and student learning are priorities. Professional learning is identified using student learning data, monitored, and followed through consistently and clearly. Student data will be the focus of all problem-solving and action-planning conversations. Also, the role of the Principal is to support a positive school climate that is safe, cooperative, and collaborative with all students, staff, and families. I also bolster the instructional leadership of all staff members.</p>
Cizek, Janice	Assistant Principal	<p>The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of positive relationship building strategies, and develop strong partnerships with all stakeholders.</p>
Rathnaw, Nicole	Assistant Principal	<p>The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of positive relationship-building strategies, and develop strong partnerships with all stakeholders.</p>
Anderson, Jeff	Assistant Principal	<p>The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of positive relationship-building strategies, and develop strong partnerships with all stakeholders.</p>
Siters, Kelli	Assistant Principal	<p>The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of positive relationship-building strategies, and develop strong partnerships with all stakeholders.</p>
Moberg, Joshua	Assistant Principal	<p>The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established</p>

Name	Position Title	Job Duties and Responsibilities
		improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of positive relationship-building strategies, and develop strong partnerships with all stakeholders.
Aker, Matt	Teacher, K-12	The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.
Stuvel, Marinka	Teacher, K-12	The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.
Losardo, Richard	Teacher, K-12	The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.
Juan-Gaspar, Miguel	Teacher, K-12	The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.
Southwick, Shaun	Teacher, K-12	The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.
Parks, Shannon	Teacher, K-12	The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and

Name	Position Title	Job Duties and Responsibilities
		<p>their impact on student learning, and supporting teachers as they learn more and apply their knowledge.</p>
Croy, Kelly	Teacher, K-12	<p>The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.</p>
Kalwa, Kelloryn	Teacher, K-12	<p>The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.</p>
Savela, Dane	Teacher, K-12	<p>The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.</p>
Leon, Chandra	Teacher, K-12	<p>The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.</p>
Francke, James	Teacher, K-12	<p>The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.</p>
Pike, Leigh	Instructional Media	<p>The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.</p>

Name	Position Title	Job Duties and Responsibilities
Hawkins, Brett	Teacher, K-12	The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.
Mero, Rossana	Teacher, K-12	The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.
Sawczak, Susan	Teacher, K-12	The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process to involve stakeholders are to invite members of the community to our school advisory council, collaborate with business to bolster our career and technical programs, leadership and team meetings, conduct surveys to provide feedback and solicit through Google forms regularly during the school year, as well as the 5 Essential Data. Parents are invited to attend informative sessions such as our fragile population of At-Risk students that are in jeopardy of not graduating. The sessions' purpose is to inform and collaborate with parents regularly on a graduation plan for these students.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Data will be monitored through the student learning results from the Progress Monitoring measures implemented three times a year. Data is regularly consulted through collaborative learning teams as data chats.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	44%
2022-23 Economically Disadvantaged (FRL) Rate	43%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

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

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

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	762
One or more suspensions	0	0	0	0	0	0	0	0	0	163
Course failure in ELA	0	0	0	0	0	0	0	0	0	88
Course failure in Math	0	0	0	0	0	0	0	0	0	137
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	421
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	192	447
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	525

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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	20

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	192	192
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	52	50	56	57	51	55		
ELA Learning Gains				53			50		
ELA Lowest 25th Percentile				41			38		
Math Achievement*	39	43	38	42	41	38	45		
Math Learning Gains				42			28		
Math Lowest 25th Percentile				35			24		
Science Achievement*	74	74	64	67	44	40	68		
Social Studies Achievement*	68	69	66	75	47	48	69		
Middle School Acceleration					44	44			
Graduation Rate	90	94	89	97	66	61	95		
College and Career Acceleration	60	61	65	57	71	67	58		
ELP Progress	43	41	45	48			39		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	7
Percent Tested	96
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	613
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	32	Yes	2	
AMI				
ASN	78			
BLK	45			
HSP	50			
MUL	58			
PAC				
WHT	74			
FRL	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	37	Yes	1	
AMI				
ASN	86			
BLK	43			
HSP	48			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	56			
PAC				
WHT	64			
FRL	47			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			39			74	68		90	60	43
SWD	29			19			48	37		27	6	
ELL	13			15			31	24		28	7	43
AMI												
ASN	63			64						100	4	
BLK	27			12			71	37		40	6	
HSP	44			25			61	52		39	7	43
MUL	46			32			68	56		47	6	
PAC												
WHT	62			51			82	80		72	6	
FRL	40			25			65	50		41	7	45

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	56	53	41	42	42	35	67	75		97	57	48
SWD	21	38	32	20	26	29	31	49		94	25	
ELL	16	38	35	16	32	32	21	48		92	28	48
AMI												
ASN	79	74		90				100				

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	30	48	52	13	35	35	29	52		100	37	
HSP	38	47	38	27	36	33	49	65		94	45	51
MUL	54	47		42	35		69	79		100	23	
PAC												
WHT	68	57	41	55	47	40	80	81		99	67	
FRL	42	49	39	30	39	30	50	59		97	37	49

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	50	38	45	28	24	68	69		95	58	39
SWD	26	32	24	14	20	19	42	49		84	27	
ELL	16	33	28	15	20	21	36	29		85	27	39
AMI												
ASN	82	58					90			100	82	
BLK	28	36	33	25	34	43	34	47		91	24	
HSP	37	44	31	31	26	21	56	51		89	40	39
MUL	67	57		47	18		81	67		94	40	
PAC												
WHT	66	54	48	55	28	27	76	80		97	69	
FRL	34	44	37	32	27	26	53	54		90	44	38

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	52%	51%	1%	50%	2%
09	2023 - Spring	54%	50%	4%	48%	6%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	55%	-25%	50%	-20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	51%	-7%	48%	-4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	69%	1%	63%	7%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	67%	1%	63%	5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that shows the lowest performance is two of our subgroup populations: English Language Learners and Students with Disabilities in Literacy. Contributing factors to last year's deficient performance was staff turnover, especially in courses that are electives as interventions i.e.: Intensive Reading, Research, etc. , leaving classes with new & interim teachers or substitutes.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELL and SWD in reading proficiency have experienced the most significant learning gaps compared to other subgroups. We had many vacancies in our ELA and reading classrooms throughout the school year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The subgroups with the most significant gap compared to the state average are our English Language Learners and Students with Disabilities subgroups. The fragile students require additional support, resources, and services.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Algebra 1, from 23% to 32%, because of the joint planning, collaborative team process, remediation, progress monitoring, and small group instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities at MCHS are:
increasing the literacy achievement of SWDs
increase the literacy achievement of the ELLs
Expand the AVID strategies
Staff Moral/Climate
Increase acceleration opportunities for all students

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The staff relationship goal is to foster a positive school culture among all school personnel, encouraging open communication, mutual respect, and teamwork, as evidenced by staff working together during collaborative learning teams.

Measurable Outcome:

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

By the end of the academic year, we aim to see a significant increase in staff satisfaction and engagement levels, as evidenced by anonymous surveys, with at least 50% of the staff reporting an increase of positive experiences in working together according to a pre and post-survey.

Monitoring:

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

Regular feedback sessions will be conducted throughout the year, allowing staff members to express their thoughts, concerns, and suggestions for the staff relationship goal. Additionally, data from the anonymous surveys will be collected and analyzed quarterly to track progress toward achieving the desired outcome. The improvement plan will be adjusted based on the collected feedback and data, ensuring that we stay on track to create a collaborative and thriving learning community.

Person responsible for monitoring outcome:

Cristina Selvidge (selvidc@martinschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Establishing a Positive Communication Culture:
2. Encouraging Collaboration:
4. Supportive Feedback and Recognition:

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing these strategies and action steps, we aim to create a collaborative and supportive school culture that fosters positive staff relationships, ultimately contributing to a thriving learning community for our students. The new actions that MCHS took in this area are partnering with the PD department to implement AVID literacy strategies within the Collaborative Learning Process, focusing on team building to increase staff morale.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

-Encourage regular team meetings to discuss ideas, share information, and address concerns openly.

Person Responsible: Cristina Selvidge (selvidc@martinschools.org)

By When: August 2024

- Promote cross-departmental Collaboration through joint projects/initiatives that involve multiple staff members from different areas.

Person Responsible: Cristina Selvidge (selvidc@martinschools.org)

By When: Throughout the year- May 2024

- Recognize and celebrate successful collaborative efforts to motivate others to work together

Person Responsible: Cristina Selvidge (selvidc@martinschools.org)

By When: Throughout the year- May 2024

-Implement a staff recognition and appreciation system, acknowledging outstanding efforts and achievements.

Person Responsible: [no one identified]

By When: Throughout the year- May 2024

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase ELA proficiency for the ELL students at MCHS.

Measurable Outcome:

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

Increase the percentage of ELL students demonstrating proficiency on PM 3 in May 2024 from 16% to 21% on the ELA FAST assessment.

Monitoring:

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

Progress monitoring using progress monitoring 1, 2, and 3. Also, using tools such as WIDA and common formative assessments within the cft teams.

Person responsible for monitoring outcome:

Matt Aker (akerm@martinschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative Learning Teams explicitly discuss the learning progress and sharing strategies among the team to share ideas that prove effective in other classes.
Implement AVID strategies across all classes campus-wide.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MCHS is an AVID school and has declined in the academic program because the program has not been prioritized across campus. Collaborative learning teams have not effectively run and require redesign with professional learning support. The new actions that MCHS took in this area are partnering with the PD department to implement AVID literacy strategies within the Collaborative Learning Process.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Partner with the PD department to implement AVID literacy strategies within the Collaborative Learning Process.

Person Responsible: Nicole Rathnaw (rathnan1@martinschools.org)

By When: August 2023

Data chats facilitated by team leads and admin focusing on subgroup data.

Person Responsible: Cristina Selvidge (selvidc@martinschools.org)

By When: December 2023

Informative session for parents in the fall and the spring one evening.

Person Responsible: Cristina Selvidge (selvidc@martinschools.org)

By When: September 12, 2023

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To provide a positive culture and environment for SWD students, one area of focus is collaborating with general education teachers to support the scope and sequence of the core materials in each content area.

Measurable Outcome:

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

SWDs will increase reading proficiency from 26.5% to 31.5% among 9th and 10th graders.

Monitoring:

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

Progress monitoring using progress monitoring 1, 2, and 3; and Common formative assessments within the clt teams.

Person responsible for monitoring outcome:

James Francke (franckj@martinschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Collaborative Learning Teams explicitly discuss the learning progress and sharing strategies among the team to share ideas that prove effective in other classes.

Implement AVID strategies across all classes campus-wide. Working together- the power of collaboration of in-class supports between Gen Ed. and SWD.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MCHS is an AVID school and has declined in the academic program because the program has not been prioritized across campus. Collaborative learning teams have not effectively run and require redesign with professional learning support. The new actions that MCHS took in this area are partnering with the PD department to implement AVID literacy strategies within the Collaborative Learning Process.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Partner with the PD department to implement AVID literacy strategies within the Collaborative Learning Process.

Person Responsible: Cristina Selvidge (selvidc@martinschools.org)

By When: October 2023

Data chats facilitated by team leads and admin focusing on subgroup data.

Person Responsible: Cristina Selvidge (selvidc@martinschools.org)

By When: December 2023

Parent Night

Person Responsible: Cristina Selvidge (selvidc@martinschools.org)

By When: Dec 2023

Professional learning to enhance the support facilitation model.

Person Responsible: Cristina Selvidge (selvidc@martinschools.org)

By When: May 2024

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0031 - Martin County High School	School Improvement Funds		\$500.00
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0031 - Martin County High School	School Improvement Funds		\$250.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0031 - Martin County High School	School Improvement Funds		\$250.00
Total:						\$1,000.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes