

Martin County High School



2014-15 School Improvement Plan

Martin County High School

2801 S KANNER HWY, Stuart, FL 34994

mchs.sbmc.org

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

37%

Alternative/ESE Center

No

Charter School

No

Minority

34%

School Grades History

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

School Board Approval

This plan is pending approval by the Martin 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

A+ in Academics, Athletics, and Activities. Martin County High School's mission is to provide all students with a safe, supportive, and challenging educational environment and to teach the skills and character traits necessary to succeed in a rapidly changing, diverse society. Staff, parents and community work together to provide a climate of excellence.

Provide the school's vision statement

Martin County High School's vision is a place where students, parents, faculty and the community continually strive to be "an extraordinary culture of learners" in academics, athletics, arts and activities.

School Environment

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

Using the International Center for Leadership and Education's (ICLE's) Relationship Model for Student Support, our Professional Development Plan has centered on a cultural shift from a teacher-centered classroom to a student/learner-centered classroom to increase learner engagement. Professional development activities have been crafted to shift the mindset of educators to create a culture that asks the question, "Is it good for kids?" and demands that all decisions be predicated on the answer to that question. Teachers and staff are trained on the varied levels within the Relationship Framework and the Student Engagement Quadrant Model. Several school-wide activities support the process by which the school learns about students' cultures and builds relationships between teachers and students:

- Freshmen Seminar - A unique and innovative method that MCHS uses to address personal skill development is a course entitled, Freshmen Seminar. The course was implemented as a result of the presenting needs of our ninth graders and the struggles that they exhibited in the areas of academics, personal skills development and career planning. While enhancing their personal, social and leadership skills, the course provides students with the framework to develop positive behavior and attributes. This course includes a range of students from our struggling learners (at risk graduation and lower 25%) to our highest achieving ninth graders (Advanced Placement students).
- Positive Behavior Supports (PBIS) – Staff and students work collaboratively to establish and communicate expectations for outstanding citizenship. Students lead the activities that recognize/reward students and staff for meeting and exceeding the school-wide expectations.
- Student Activities/Athletics: Over 50 clubs, classes and athletic programs are available to students. Clubs range from traditional National Honor Society (NHS) with 150 members to the nontraditional Animation Club with 20 members. Community service clubs (Sigma Phi, Key Club, GSA, etc.) abound with membership and community interactions. Over 30 members continue to participate in a Varsity Club, one that they requested to form on campus to provide additional encouragement and support to the 40 athletic teams and Mu Alpha Theta with 30 members to promote rigorous math and science leadership opportunities. Current student participation records indicate that 864 students are actively involved in student activities.
- Focus Groups: The use of structured focus groups to solicit feedback from a diverse representation of students, parents, and staff has proved critical to increasing learner engagement from the various groups. Twice a year, focus groups are formed to evaluate current practices and provide instructional

and programmatic recommendations. Several new strategies to increase engagement have been incorporated as well. This fall's student focus group was separated into ninth grade and upperclassmen for a more direct analysis of ninth grade thoughts – which proved extremely insightful.

- Mentoring: A structured mentoring program has been established to ensure that all students identified as Students of Potential (at-risk and/or scoring in the lower 25% in Reading and Math) are provided the opportunity to have a mentor. Every At-Risk senior is provided a mentor who addresses attendance, academic progress and methods to overcome challenges. For all ninth and tenth grade students taking Advanced Placement courses, they were assigned an upperclassman AP student as a mentor. After an orientation breakfast, scheduled times are required for follow-up and support.
- Career Interest/Learning Styles Inventories: Inventories are being utilized with our Students of Potential as student interviews have indicated that a mass majority of this group of students have no post-secondary and/or career goals/aspirations and are unaware of their personal learning styles. Because they lack long-term goals, they often do not see the value in the day to day school process and the attainment of a high school diploma. By providing them with individual results of their inventory, we give them the impetus to engage in the academic process. To broaden the opportunity for all students to have access to the career interest inventory and learning styles inventory, a sample of each was published in the student planner that each student receives and is required to carry each day.
- TigerFEST! - One of MCHS's most engaging student activities is TigerFEST! In just its second year, the Saturday morning FCAT motivational session drew 440 students - 44% of our 9th and 10th grade population- to participate in an engaging, educationally stimulating morning that included an inspirational speaker, test strategy academic games and problem-solving/critical thinking activities. Forty-five staff members assisted in the preparation, organization and delivery of the four, one-hour long sessions.

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

Martin County High School provides all students with a safe, supportive, respectful and welcoming educational environment and teaches the skills and character traits necessary to succeed in a rapidly changing, diverse society. MCHS believes that each student is unique and has the ability to learn at a high level. We have a highly qualified staff committed to promoting student achievement and adults across the campus clarify their expectations for positive interpersonal interaction including instruction, citizenship and relationships. MCHS represents a positive, safe and clean environment that is vital to learning and success. Staff, parents, and community work together to support a culture of learning for all that is crucial to the student body. Through use of a systems-approach, while serving a diverse population of over 2000 students, MCHS has focused all efforts on creating a positive impact for students by addressing one basic question: "Is it good for kids?"

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

Martin County High School provides a Multi-Tiered System of Supports (MTSS) for academics and behaviors for all students. Positive Behavior Intervention/Support is a Multi-tiered framework for developing, refining and implementing a culture of discipline conducive to learning. PBIS allows for students to be educated in a safe, respectful and welcoming environment. The process involves establishing school-wide expectations, teaching rules associated with the expectations in all common environments, reinforcing appropriate student behaviors, using effective classroom management strategies and providing research-evidence based strategies to assist the school to increase academic performance, increase safety, decrease problem behaviors and establish positive school cultures. One of the objectives of the school instructional program is to encourage and develop self-control and self-discipline rather than mere obedience to others. To these ends, students are

provided with specific freedoms within the framework of school policies. Students are provided opportunities to make decisions, to make choices, to make mistakes, and to assume responsibility, all under faculty supervision in a supportive environment.

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

MCHS has several plans in place to support student success:

- Guidance - Services are available for all students in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study skills, home/school/social concerns, or any topics students feel they would like to discuss with the counselor.
- Positive Behavior Supports (PBIS) – Tier 1: Process and procedures intended for all students and staff. Tier 2: Process and procedures designed to address behavioral issues among groups of students with similar problem behavior or behaviors that seem to occur for the same reasons. Tier 3: Process and procedures that reflect school-wide expectations for student behavior coupled with team based strategies to address problematic behaviors of individual students.
- Mentoring program - A structured mentoring program has been established to ensure that all students identified as Students of Potential (at-risk and/or scoring in the lower 25% in Reading and Math) are provided the opportunity to have a mentor. Every At-Risk senior is provided a mentor who addresses attendance, academic progress and methods to overcome challenges. For all ninth and tenth grade students taking Advanced Placement courses, they were assigned an upperclassman AP student as a mentor. After an orientation breakfast, scheduled times are required for follow-up and support.
- Anti-bullying program - In addition to the school district making an anonymous bullying prevention hotline available at each district school, MCHS has implemented its own program where students are aware and encouraged to report instances of bullying by filling out a report that is kept in confidence. Each incident is fully investigated.
- School Resource Officer Program - Designed to improve the relationship between the law enforcement community and the students in Martin County. The Resource Officer is permanently assigned to the school and is available for informal counseling and classroom presentations involving law enforcement related topics. The Resource Officer is a full-time deputy sheriff with the authority to investigate any criminal matters that concern the school or the students. The Resource Officer is available for parent or teacher conferences and will assist in any possible way to help a student as he genuinely cares about the young people at MCHS and becomes well-acquainted with all of them.
- Check-in/Check-out - Utilized with students in need of positive adult interactions and positive feedback throughout the school day.

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

Martin County High School uses many early warning indicators.

Attendance - teacher contacts, counselor contacts, attendance intervention parent students meetings.

Suspensions - Tykes and Teens, ISS with focused activities, OSS.

Course failure in ELA or Math - D/F tracking, collaborative team process, after school student success support sessions.

Level 1 ELA or Math statewide assessments - Students of Priority tracking and mentoring, progress monitoring, support facilitation model, collaborative team process (individual student data analysis and interventions).

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	35	41	37	19	132
One or more suspensions	9	15	11	5	40
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	131	81	52	37	301

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	17	19	13	7	56

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

For our students who are identified by our early warning systems, the following intervention strategies are in place to improve their academic performance.

- Core Leadership Meetings
- Professional Learning Community (Collaborative Teams)
- Multi-Tiered Student Support
- Intervention/Problem-Solving Coach
- Positive Behavior Intervention System
- Behavioral Specialist
- Literacy Coach
- Check-in--Check-out
- Guidance
- Professional Development in Best Practices
- Student Success Tutoring Sessions (After School)
- Attendance Intervention Committee
- Support Facilitation for ESE

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

Effective ongoing communication with families is key to building positive relationships . MCHS utilizes several avenues to maintain communication, increase involvement and keep parents informed of their child's progress such as, but not limited to:

FOCUS, a monthly school newsletter sent directly to students' homes, MCHS's school website, pinnacle, a web-based electronic grading system reflecting up-to-date grades and attendance information, Alert Now, an automated calling system that inform parents about important information, student created newspaper "Tiger Pause", Student Handbook, guidance forms, test results are publicized, interim reports and Report Cards including grades, attendance and conduct, MCHS's marquee, which is the electronic sign outside school, and "Remind 101" an App. to communicate to both students and parents via texting. Parents are also an essential member and decision maker on the School Advisory Council at MCHS. Our school continues to expand volunteer opportunities to facilitate and provide academic remediation/enhancement. Throughout this process, MCHS maintains accurate records of the number of parent volunteers and dates and times they have served the school. MCHS continues to set goals to increase participation in increasing the number of parents participating in school events, such as, parent conferences. To promote more participation, events, such as, "coffee with the principal and "community walks" have been and continue to be implemented.

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

Martin County High School prides themselves for valuing all stakeholders in their education process. MCHS reaches out to various businesses to establish partnerships which benefit Martin County High School Students and Staff. We value these partnerships and understand the importance of working collaboratively together. Together, we become a team, working towards to the common goal of student achievement.

Involving businesses and community partnership is a simple process; however, very important. For example, community partners may provide resources for school events, Teacher Appreciation Week, athletic equipment, and even financial donations to assist with students' academic growth and support. Martin County Education Foundation (Adopt-A Class Program), Grant Funding and SAC all support the school with this process. We may advertise, and some business partners sponsor events to support the students and our staff. We may mention their sponsorship at athletic events, newsletter and ask our students and families to support their businesses. We also solicit feedback to use to help us maintain and improve communication with local community partnerships.

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
Fabrizio, Al	Principal
McCaughey, Lori	Assistant Principal
Skinner, Virginia	Assistant Principal
Keating, Candice	Instructional Coach
Edwards, Judy	Teacher, ESE
Mero, Rossana	Teacher, K-12
Southwick, Shaun	Teacher, Career/Technical
Siters, Kelli	Teacher, K-12
Cowles, Mark	Assistant Principal
Drumm, Natalie	Teacher, K-12
Erban, Becky	Teacher, K-12
Herd, Jamie	Teacher, K-12
Holling, Laura	Teacher, K-12
Leon, John	Dean
Santos, Charles	Teacher, K-12
Soich, Mindy	Guidance Counselor
Stevens, Harold	Assistant Principal
Wonnell, Kathleen	Teacher, ESE
Van Der Werff, Melinda	Teacher, K-12

Duties

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

The leadership team meets weekly and the basic function of the team is to create and maintain a shared vision and focus on the improvement of student learning and achievement areas through the ACL. Martin County's ACL stands for Attendance, Collaboration, and Literacy. Attendance focuses on the physical presence of all learners as well as the daily mental attention to learning and meaning. Collaboration is the centerpiece for building relationships and sharing responsibility for student achievement and professional growth. Literacy represents the reading, writing, speaking and reasoning skills needed for continued learning beyond the current school year and into future education and careers. The team also provides the structures (time and opportunities) to maintain a strong collaborative culture based on a student-focused, data-driven community of learners.

- Alfred Fabrizio - Principal
- Mark Cowles - Assistant Principal
- Lori McCaughey - Assistant Principal
- Virginia Skinner - Assistant Principal
- Harold Stevens - Assistant Principal
- Jamie Herd - Advanced Placement team leader
- Judy Edwards - ESE team leader
- Laura Holling - ELA team leader
- Becky Erban - ELA team leader
- Kelli Siters - Math team leader
- Rosanna Mero - Math team leader
- Melinda Van Der Werff - PLC team leader

Shaun Southwick - Post-Secondary/ Career Readiness team leader
Charles Santos - Social Studies/Foreign Language
Natalie Drumm - Science/PE
Mindy Soich - Students of Priorityteam leader
John Leon - Dean of Students
Kathleen Wonnell - Behavior Specialist

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 leadership team meets weekly ensuring that district, school, and SIP goals are being executed with fidelity. Furthermore, during this time, specific concerns raised through the MTSS process are brought to the team in order to provide additional support. Together, the stakeholders, brainstorm, analyze data and create a progress monitoring plan to ensure continuous improvement and process for the targeted students. The problem-solving process for MTSS includes the use of attendance, GPA, discipline and other barrier indicators to identify at-risk students. Additionally, teachers and other staff members (sometimes parents) recommend students to the MTSS process.

Furthermore, if barriers are identified within our school system, collaboratively, the team generates a supportive progress monitoring plan to address concerns and work towards successful solutions for everyone involved. The MTSS team consists of the Assistant Principal, Hal Stevens; District assigned Rtl coach, Theresa Stone; ESE Team Leader, Judy Edwards; Literacy Coach, Candice Keating; ELL Teacher, Gloria Pinzon-Valenti; ESE Behavior Specialist, Kathleen Wonnell; Speech Therapist, Niki Aronoff; all guidance counselors, School psychologist, and additional individuals based on needs. The MTSS team meets weekly to review school-wide data, student and teacher data, as well as discipline and attendance data to define whether the problem is core instruction related or individual student related. The basic functions of the team are to look at gap analysis, ensure that interventions are being implemented with fidelity, verify that teachers have the support necessary to implement the interventions, collect accurate data, and implement research-based, data-based interventions to address both the core and individual student response.

Student academic performance data is collected through informal, formal, formative and summative assessments. The following resources are utilized to collect an overall picture to help guide data-driven decision making: Pinnacle, district benchmark assessments, Performance Matters data, teacher input, student samples. Based on the information the team collaborates to generate research-based interventions that will best fit the student's needs. These interventions are monitored and if they are unsuccessful, other interventions are provided. Assisting students to reach success is our never ending goal. To continue, MCHS has adopted the Positive Behavioral Interventions and Supports program and uses Rtl:B state data management system to gather discipline and behavior data. Students are identified within the tiers and the same data elements are used to exit students from Tier 2 and Tier 3.

MCHS coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With the implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Fabrizio, Alfred	Principal
Aguirre-Arroyo, Erica	Teacher
Dingle, Candy	Parent
Erban, Becky	Teacher
Fogarty, Susie	Teacher
Forbes, Cecil	Education Support Employee
Kanter, Sandra	Parent
Kohn, Michelle	Parent
Lacusky, Cris	Teacher
Light, Carol	Parent
Martin, Kim	Parent
Mero, Rossana	Teacher
Mora, Adriana	Student
Murray, Joi	Parent
Nathan, Bruce	Parent
Rhodes, Kaitlyn	Student
Sanders, Jake	Student
Sigalow, Toni	Parent
Terezakis, Alexa	Student
Theobald, Matt	Teacher
Wonnell, Kathleen	Education Support Employee

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 administrative team considers SAC to be a key element in its efforts to regularly communicate with and get feedback from parents, students, and the community. The SAC members provided on-going feedback to the school-based administrative team regarding the School Improvement Plan (SIP) in an effort to facilitate and enhance student achievement at the school.

Development of this school improvement plan

SAC reviews and/or revises school's Vision and Mission, sets priorities for goals and objectives to be included in the School Improvement Plan. SAC also assists in preparing the proposed School Improvement Plan, including improvement strategies and measures.

Preparation of the school's annual budget and plan

SAC will assist the administrative team with the school's annual budget plan in order to implement the school improvement plan and enhance student performance as follows:

Model Schools Conference - attend national conference to gain research-based strategies for

Common Core State Standards, rigorous and relevant Projects/Activities and Assessment samples (\$3,000.00)
 Student Achievement Incentive Support - For TigerFEST FCAT Motivational program (\$500.00) and after school academic success tutoring for second semester (\$2800)
 Professional Development - Advanced Placement training and PLC Training (\$5500.00)
 Subs for FCAT and EOC testing so teachers can support their own students (\$1,500)
 ACT fees for students that have utilized both waivers (\$750)

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

Model Schools Conference - attend national conference to gain research-based strategies for Common Core State Standards, rigorous and relevant Projects/Activities and Assessment samples (\$5,000.00)
 Student Achievement Incentive Support - For TigerFEST FCAT Motivational program (\$500.00)
 Professional Development - Advanced Placement training, Common Core State Standards training, Marzano Effective Practices training and Reading/Algebra, Geometry, Biology, US History EOC training (\$3,000.00)
 NextPert - online professional learning system that will provide educators with resources and tools for best practices to positively impact student achievement (\$2,500)
 Subs for FCAT and EOC testing so teachers can support their own students (\$1,500)
 ACT fees for students that have utilized both waivers (\$750)

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Fabrizio, Al	Principal
McCaughey, Lori	Assistant Principal
Skinner, Virginia	Assistant Principal
Keating, Candice	Instructional Coach
Siters, Kelli	Teacher, K-12
Van Der Werff, Melinda	Teacher, K-12
Holling, Laura	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy is one of the three main focus areas for MCHS. The LLT meets monthly to plan specific school-wide literacy activities. The Literacy Coach meets regularly with members of the administrative team, school leadership team, and/or designees from respective departments to address school-wide literacy concerns, professional development needs, and reading intervention program concerns. In addition, the team reviews school data to determine next steps for professional development and

student celebration for successes in literacy.

Martin County High School Literacy initiatives:

Text complexity and close reading- Essential strategy for success in implementing the Florida Standards.

PD on high probability strategies using Marzano's Art and Science of Teaching Framework

Celebration of Literacy - Stressing the importance of literacy for staff and students through celebration of their successes.

Reading and Writing relationship - Implementing a "Writing across the Curriculum" plan.

Academic vocabulary – Essential to Florida Standards.

Literacy blueprint focusing on reading, writing, speaking, and reasoning - Showing the relationship between all content areas and their roles in literacy.

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

Martin County High School is structured into nineteen collaborative teams allowing the ability to tackle the essential standards that students need to meet, address high-yield strategies to assist all students and attend to the data analysis which allows the true evaluation of effectiveness. Collaborative team meetings are held weekly, attended by all, and materials/tools are provided to assist teams in using data and guiding improvement toward outcomes in specific content areas.

As a part of our collaborative team process, the following steps are implemented:

- Establish team norms
- Evaluate current reality - Analyze lagging data
- Determine essential standards and develop instructional focus calendar
- Develop/Conduct content focused formative assessments
- Develop/Teach instructional focused mini-lessons
- Review mini assessment data by teacher, lower 25% and subgroup
- Review/share instructional strategies used
- Conduct tutorials, re-teach, differentiate instruction, provide small group instruction
- Provide enrichment activities
- Flexible grouping used in re-teaching and enrichment activities

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

The principal is responsible for reviewing on-line applications; identifying certified applicants; interviewing applicants meeting qualifications for position; calling at least 3 references; providing new teacher support/mentoring program; providing on-going support and direction; supervising instruction and providing positive and constructive feedback; providing and encouraging training opportunities for Reading Endorsement and ELL Endorsement.

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

The new teacher mentoring program has teachers paired by similar department and/or grade level. Included in the program are monthly follow up meetings, book studies, and email and text messaging groups set up for communicating. It is within these opportunities that we share out and review "best practices", and truly develop our new teachers and their capacity to adapt to the changing and evolving dynamics in teaching. There is a new teacher mentoring committee that responds to questions and concerns from new teachers and serves as a liaison committee to address these concerns with school

administration.. The leadership team is also developing specific activities based on new teacher needs as they arise in the year.

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

Martin County High School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss curriculum that aligns to the standards through the collaborative team process and professional development. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. In addition, the Martin County School District subject-area leaders (Math, ELA, Science and History) are continually working on meeting the needs of our teachers by providing resources such as formative and summative assessments, course frameworks, and curriculum guides.

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

Martin County High School (MCHS) uses data continuously to monitor and differentiate instruction. Formative assessments and Progress Monitor Assessments provide MCHS a variety of data to differentiate instruction. Through collaborative teams, common formative assessments are created in every course to collect student data. Student responses are then analyzed by the entire collaborative team to determine how to target students who are not successful on the assessment. A common strategy that is used as an intervention for students who are not proficient is the flexible grouping strategy. Flexible grouping allows a teacher to work in a small group setting (three to four students) with struggling students. Flexible grouping also allows a teacher to group students who are struggling on a similar standard and provide the intensive instruction needed for success. On the same instructional day, a teacher could work with multiple groups, specifically targeting the standard each group needs additional help with. In addition to formative assessments, teachers at MCHS utilize district-created Progress Monitor Assessments to assess where students are prior to the state assessment. Progress Monitor Assessments are available in English I, English II, Algebra I, Algebra II, Geometry, Biology, and American History. Results are analyzed in collaborative teams, and then impact the instructional calendar. Previous state assessment data is reviewed for every student which helps determine course-level placement. English and math courses also view previous state assessment data to determine which students need additional instructional intervention. Interventions include small group instruction, before and after school tutoring, and the use of highly probable researched-backed teaching strategies.

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: Extended School Day

Minutes added to school year: 3,600

SAT Tutoring is offered before and after school.

Strategy Rationale

Tutoring provides students with the opportunity to ask questions in small groups to improve their understanding. Students have experts in their fields working to assist them throughout the learning process.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

McCaughey, Lori, mccaugl@martin.k12.fl.us

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Strategy: Weekend Program

Minutes added to school year: 300

Tigerfest is our annual gathering for students that takes place the weekend before the spring state assessments. Students engage in moral building activities, given last minute tips and strategies, and encouragement from their teachers and guest speaker.

Strategy Rationale

Enrichment activities and moral boosting the weekend before their state assessments that contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Skinner, Virginia, skinnev@martin.k12.fl.us

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Strategy: Extended School Day

Minutes added to school year: 7,200

FSA and EOC morning and afternoon tutoring is offered for Reading, Math, Science and Social Studies.

Strategy Rationale

Tutoring provides students with the opportunity to ask questions in small groups to improve their understanding. Students have experts in their fields working to assist them throughout the learning process.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Fabrizio, Al, fabriza@martin.k12.fl.us

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

Strategy: Summer Program

Minutes added to school year: 960

Summer EOC and PERT boot camp for Algebra.

Strategy Rationale

Students are provided time review material taught throughout the year to assist them in mastery of the EOC or PERT. Students have the opportunity to work with experts on these subjects in small groups to maximize learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McCaughy, Lori, mccaughl@martin.k12.fl.us

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

Attendance is taken and rosters collected. Student results are analyzed based on those who attended to help determine effectiveness.

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

Martin County High School provides many strategies to support incoming and outgoing cohorts of students in their transition from one school level to another.

For the incoming 9th grade cohort, MCHS provides:

Freshmen orientation (spring and fall)

Middle School registration process - counselors visit the middle schools to register incoming 9th graders

IEP Transition meetings

504 Transition Meetings

CTE Program Exposure

CTE Showcase

Freshmen Center

Private School Night

Counselor Café

For the 12th grade cohort, MCHS provides:

Post-secondary planning/Senior Exit meetings

College & Career Fair

Senior Assembly

Financial Aid night

College visits (through CTE, classes, & lunches)

CTE Certification

PD for Post-Secondary Transitions

“Becoming a College Athlete”

College Knowledge via Prowl

SAT Tutoring

English Teachers assisting in essay writing

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

Students complete interest surveys in the 8th grade and share goals during pre-registration process. Course selection is based on teacher recommendations, high school graduation requirements, student achievement data, individual interest and self-identified areas of interest. With flexibility available in the high school schedule, students can adjust course selections. Programs of Study are used for each Career and Technical Education program to guide students through 4 years of course planning and make students aware of available articulation agreements and opportunities to earn professional industry certification.

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

Extensive training has occurred in regards to rigorous and relevant instruction. Each teacher is responsible for the completion and implementation of a Quadrant D lesson that includes higher thinking and relevant instruction. Additionally, nine of the career and technical programs have completed requirements for Career and Professional Act (CAPE) designation, which includes the implementation of integrated projects. Training is planned for Capstone Projects to be incorporated into senior CTE courses. Career and Technical Education programs include: Automotive Technology, Automotive Collision, Repair and Refinishing, Culinary Arts, Television Production, Medical Sciences (Emergency Medical Responder and Allied Health Assisting), Commercial Photography, Drafting, Marketing Management, and Network Support Services/IT. Additionally, career-themed courses in the

graphic arts are also available options for students.

Several classes are paired for year-long, collaborative instruction and utilize integrated lessons (e.g. English/Biology for struggling readers; English/Advanced Placement World Geography for advanced readers; English/Advanced Placement World History for advanced readers). All teachers submit semester scope and sequence and lesson plans electronically. Multi-course projects and lesson studies are planned for the year.

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

Review of the High School Feedback Report and 2013-2014 CPT/PERT, ACT, SAT and Advanced Placement data indicate that increased attention to providing students with additional assistance in preparing for and applying for assessments is needed. An increase in student enrollment in Advanced Placement has resulted in increased student exams; however, a continued concern about the number of students in subgroups enrolled in advanced placement courses exists. Implementation of ACT and SAT-type questions and essays is required in grades 11 and 12. Preparation classes began second week of school providing two mornings of prep for all students. Additionally, specific trainings are scheduled for assisting students with test-taking strategies and application completion for ACT and SAT. Teachers will identify students not successful on FCAT, encourage student participation in ACT assessment, and provide preparation activities. An increased emphasis on, and requirement for, PERT includes the analysis of student data and collaboration with instructors at our local state colleges, IRSC and PBSC, to identify student strengths and weaknesses. All seniors who have not been identified as "college ready" are in a math for college readiness course and/or English IV for College Prep course to gain the required skills for post-secondary enrollment.

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

College Readiness courses for all students that have not attained a college ready status are required. Students continue in academics beyond what is required for graduation.

College prep is embedded in entire high school curriculum but those interested in post-secondary education are recommended to continue rigorous course loads.

CTE continuation is encouraged to prepare for post-secondary career prep and certification.

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.** The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course US History Assessment will increase from 66% to 71%.
- G2.** The Grad Rate will increase by 3%.
- G3.** The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 74% to 78%.
- G4.** All students in each subgroup will meet AMO targets on the English Language Arts Grade 9 and 10 Florida Standards Assessment (FSA).
- G5.** All students in each subgroup will meet AMO targets on the Florida Standard Assessment (FSA) End-of-Course for Algebra 1 and Geometry.

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. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course US History Assessment will increase from 66% to 71%. 1a

G044755

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	68.0
4-Year Grad Rate (Standard Diploma)	90.0
CELLA Reading Proficiency	

Resources Available to Support the Goal 2

- Study Guides
- District wide Scope and Sequence
- District wide Unit Scales
- DBQ binder; "Mini Q's"
- CPALMS
- Progress Monitors (Formerly BMs)
- Having "Data Chats" with our students

Targeted Barriers to Achieving the Goal 3

- "Time crunch"- very little instructional time to teach till EOC administration in April.

Plan to Monitor Progress Toward G1. 8

Progress Monitoring will be a clear indicator to determine if pacing guideline is being adhered to.

Person Responsible

Virginia Skinner

Schedule

Quarterly, from 10/15/2014 to 5/29/2015

Evidence of Completion

Progress Monitoring reports will indicate how students are doing and correlate it to the pacing guidelines; are students missing questions on the PM because, according to the Pacing guideline they have not covered those topics?

G2. The Grad Rate will increase by 3%. 1a

G043410

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0
4-Year Grad Rate (At-Risk)	75.0

Resources Available to Support the Goal 2

- Counselors updating Students of Potential (SOP) database.
- Professional Development on SOP database.
- Communication of individual student needs (reiterating SOP data/concerns) to teachers, parents, students, and administration.
- Two Minute Intervention (2MI)/Mentor/ e2020/18 credit options

Targeted Barriers to Achieving the Goal 3

- Low levels of student engagement.

Plan to Monitor Progress Toward G2. 8

iobservation

Person Responsible

Al Fabrizio

Schedule

Weekly, from 9/22/2014 to 4/30/2015

Evidence of Completion

Evidence of teacher growth in iobservation.

G3. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 74% to 78%. 1a

G043409

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	78.0
4-Year Grad Rate (Standard Diploma)	90.0
College Readiness Mathematics	65.0

Resources Available to Support the Goal 2

- Biology EOC preparatory workbooks
- CPALMS
- County Writes initiative

Targeted Barriers to Achieving the Goal 3

- Maintaining consistent review of data results and instructional implications.

Plan to Monitor Progress Toward G3. 8

Student data through pre/post assessments and formative assessments

Person Responsible

Natalie Drumm

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Students increase test scores and level of understanding in class as determined by learning scales.

Plan to Monitor Progress Toward G3. 8

Biology EOC proficiency score level 3 or higher

Person Responsible

Lori McCaughey

Schedule

Semiannually, from 8/25/2014 to 6/4/2015

Evidence of Completion

Statistics given by state over summer

G4. All students in each subgroup will meet AMO targets on the English Language Arts Grade 9 and 10 Florida Standards Assessment (FSA). 1a

G043407

Targets Supported 1b

Indicator	Annual Target
AMO Reading - Asian	95.0
AMO Reading - African American	56.0
AMO Reading - ED	62.0
AMO Reading - ELL	46.0
AMO Reading - Hispanic	61.0
AMO Reading - SWD	54.0
AMO Reading - White	80.0
ELA/Reading Lowest 25% Gains	66.0
ELA/Reading Gains	71.0
FSA - English Language Arts - Proficiency Rate	69.0

Resources Available to Support the Goal 2

- Teachers will be working in collaborative teams to assess current reality and use it to determine standards based essential learnings and strategies to achieve the success of those essential learnings per course and grade level.
- Collaborative teams will work to create common assessments, both summative and formative, to progress monitor and intervene when students either need enrichment or interventions.
- Differentiated instruction professional development for new teachers and those who need it.
- Literacy is one of the focus areas this year. Professional development will be infused into the collaborative teams with a focus on literacy strategies to use in all content areas. Literacy coach will support the implementation of those strategies and be involved in cross curricula team planning.
- School wide wifi, Bring Your Own Device opportunities for student and teachers

Targeted Barriers to Achieving the Goal 3

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida State Standards and Florida State Assessments
- Maintaining consistent review of data results and instructional implications.

Plan to Monitor Progress Toward G4. 8

Progress Monitoring will be a clear indicator to determine if pacing guideline is being adhered to

Person Responsible

Candice Keating

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Progress Monitoring reports with both formative and summative assessments will indicate the effectiveness of data collaborative meetings and data driven instruction

Plan to Monitor Progress Toward G4. 8

Every nine weeks teachers will submit student samples that will be analyzed by the literacy team and administration.

Person Responsible

Virginia Skinner

Schedule

Quarterly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Student samples

G5. All students in each subgroup will meet AMO targets on the Florida Standard Assessment (FSA) End-of-Course for Algebra 1 and Geometry. **1a**

G043406

Targets Supported **1b**

Indicator	Annual Target
AMO Math - African American	67.0
AMO Math - ED	69.0
AMO Math - ELL	55.0
AMO Math - Hispanic	67.0
AMO Math - SWD	65.0
AMO Math - White	77.0
Geometry EOC Pass Rate	67.0
Algebra I EOC Pass Rate	62.0
Math Gains	69.0
Math Lowest 25% Gains	71.0

Resources Available to Support the Goal **2**

- The collaborative team will create summative and formative common assessments in order to gather evidence of student learning, which will help identify students who need interventions and/or enrichment.
- Algebra 1 and Geometry collaborative teams will focus on reasoning strategies to ensure students are engaged in learning as they learn essential decoding knowledge and skills that will lead to better results on the EOC. The established reasoning literacy committee will support the implementation of those strategies and be involved in team planning.
- District committee effort to establish learning goals and scales for mathematics using the new math common core standards.
- Teachers serve in a collaborative team working together assessing their current reality, building and implementing best practices, and defining standards based essential learning and strategies to achieve their measurable improvement foals and meet the needs of their students.
- School wide wifi, Bring Your Own Device opportunities for student and teachers

Targeted Barriers to Achieving the Goal **3**

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards and application of the eight mathematical practices.
- Maintaining consistent review of data results and instructional implications.

Plan to Monitor Progress Toward G5. 8

Progress will be monitored through student data for summative and formative common assessments created by the math collaborative teams.

Person Responsible

Lori McCaughey

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Data from summative and formative assessments; EOC data

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. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course US History Assessment will increase from 66% to 71%. **1**

 G044755

G1.B1 "Time crunch"- very little instructional time to teach till EOC administration in April. **2**

 B110240

G1.B1.S1 Create a pacing guideline/scope and sequence that will focus on the essential standards. **4**

 S121731

Strategy Rationale

The priority is to address how to overcome this "lack of time obstacle" by meeting with colleagues and "block out" what is to be covered (by creating a pacing guideline/scope and sequence).

Action Step 1 **5**

Creating a "Pacing Guideline"; district wide

Person Responsible

Charles Santos

Schedule

On 10/15/2014

Evidence of Completion

A Copy of the "Pacing Guideline"

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

Creating a "Pacing Guideline"; district wide

Person Responsible

Charles Santos

Schedule

On 9/17/2014

Evidence of Completion

A Copy of the "Pacing Guideline"

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

Pacing Guideline / Weekly CT Meetings

Person Responsible

Charles Santos

Schedule

Weekly, from 10/15/2014 to 4/30/2015

Evidence of Completion

Minutes from meeting indicating where the team is, pacing wise, and why individual teachers are "ahead" and why some are "behind".

G2. The Grad Rate will increase by 3%. 1

G043410

G2.B4 Low levels of student engagement. 2

B110267

G2.B4.S1 Utilize high impact strategies learned in Marzano. 4

S121921

Strategy Rationale

As a result of targeting high impact Marzano strategies through professional development there will be a significant increase in student performance resulting in a higher graduation rate.

Action Step 1 5

On-going training for teachers on the high effect strategies (PLC conference, model schools)

Person Responsible

Al Fabrizio

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Student's response to learning opportunities

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Collaborative teams to discuss implementation of best practices.

Person Responsible

Mindy Soich

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Meeting agendas and notes

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Classroom observations

Person Responsible

Al Fabrizio

Schedule

Weekly, from 9/15/2014 to 4/30/2015


Evidence of Completion

Evidence of engaged learners during classroom observations and lesson plans.

G3. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 74% to 78%. 1

 G043409

G3.B2 Maintaining consistent review of data results and instructional implications. 2

 B110269

G3.B2.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling. 4

 S121751

Strategy Rationale

Reviewing student data will guide instruction and help assist those students who are struggling to meet the learning goals.

Action Step 1 5

Hold collaborative team meetings; review pre- and post- assessments data.

Person Responsible

Natalie Drumm

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Collaborative team meeting minutes; progress monitoring checklists.

Action Step 2 5

Utilize evidence based preparation materials to ready students for Biology EOC.

Person Responsible

Natalie Drumm

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans; Benchmark data; AMO results

Action Step 3 5

Access to Data - Performance Matters

Person Responsible

Lori McCaughey

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Observation, print out of data screen

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Minutes from collaborative team meetings will be looked at. Administrators will sit in with each team throughout the year to listen to discussion.

Person Responsible

Virginia Skinner

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Feedback; minutes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Needs based PD for collaborative teams focusing on essential skills

Person Responsible

Virginia Skinner

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

PD attendance

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Access to biology statistics/benchmark data.

Person Responsible

Lori McCaughey

Schedule

Semiannually, from 9/3/2014 to 5/29/2015

Evidence of Completion

observation, print out of data screen

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student evidence of the level of the strategy's effectiveness should be evident according to the Marzano Framework.

Person Responsible

Al Fabrizio

Schedule

Semiannually, from 9/22/2014 to 5/29/2015

Evidence of Completion

Students increase test scores and level of understanding in class as determined by learning scales.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Access to Biology EOC data- Passing rates at year's end. Also a check in after biology benchmarks.

Person Responsible

Lori McCaughey

Schedule

Semiannually, from 10/15/2014 to 3/18/2015

Evidence of Completion

Print out of data screen

G4. All students in each subgroup will meet AMO targets on the English Language Arts Grade 9 and 10 Florida Standards Assessment (FSA). 1

G043407

G4.B1 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida State Standards and Florida State Assessments 2

B110210

G4.B1.S1 Continuing professional development on the Florida State Assessment as more information becomes available from the Florida Department of Education; Encourage different instructional strategies to increase students' awareness of what they are learning as opposed to a set of rules to memorize; Implement Writing Across the Curriculum and Close Reading; Implement Text-based Reading and Writing activities. 4

S121710

Strategy Rationale

As the year progresses, the Florida Department of Education will continue to release materials to help train teachers on the new Florida State Assessment (FSA). Professional development will need to be offered to help teachers gain insight on the FSA. The Florida State Standards place a large emphasis on text dependent writing. Since the writing portion of the FSA is now part of a students' graduation requirement, there will need to be a larger focus on text-dependent writing. The Writing Across the Curriculum program will focus on text-dependent writing to support students.

Action Step 1 5

County Writes (FSA Rubric and RACE strategy).

Person Responsible

Laura Holling

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Administration will monitor teacher and student work products through the collaborative team process.

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

Utilizing R.A.C.E, teachers will incorporate writing in their instruction. Through the collaborative teams, teachers will submit student samples to their collaborative team leader. Student samples will be used as formative assessments to drive instruction. Collaborative teams will review writing and assess current realities and future steps to take.

Person Responsible

Virginia Skinner

Schedule

Quarterly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Student samples, instructional calendar.

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

By providing opportunities for students to write weekly in every class, students will become more familiar with text-dependent writing. All teachers will be trained on how to effectively grade writing based on the FSA rubric.

Person Responsible

Virginia Skinner

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Students samples, lesson plans, instructional calendar

G4.B3 Maintaining consistent review of data results and instructional implications. 2

B110212

G4.B3.S1 Consistent review of data and instructional implications are essential for students to grow academically and emotionally. 4

S121728

Strategy Rationale

Consistently analyzing data, making data based decisions, and implementing instruction continues to be an on-going challenge. Therefore, an a timeline will be created to continue to analyze both formative and summative with teachers and plan and implement data driven instruction to strengthen students' academic and emotionally growth.

Action Step 1 5

Creating a "Progress Monitoring Timeline"; School wide

Person Responsible

Candice Keating

Schedule

Every 2 Months, from 9/29/2014 to 5/29/2015

Evidence of Completion

A Copy of the "Data and Instructional Based Progress Monitoring Timeline"

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

Creating a "Data and Instructional Based Progress Monitoring Timeline"; MCHS

Person Responsible

Candice Keating

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

A Copy of the "Data and Instructional Based Progress Monitoring Timeline"

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

School Wide Training on Data Driven Differentiated Instruction, Data and Instructional Based Progress Monitoring Timeline/Weekly Collaborative Groups, BiWeekly Meetings

Person Responsible

Candice Keating


Schedule

Biweekly, from 9/29/2014 to 5/29/2015


Evidence of Completion

Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans

G5. All students in each subgroup will meet AMO targets on the Florida Standard Assessment (FSA) End-of-Course for Algebra 1 and Geometry. 1

 G043406

G5.B2 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards and application of the eight mathematical practices. 2

 B110206

G5.B2.S1 Training on 2 of the 8 mathematical practices (focus area). 4

 S121697

Strategy Rationale

The training on 2 of the 8 mathematical practices will provide math teachers with examples and strategies of how these chosen focus practices are implemented in the classroom and how they look within instruction.

Action Step 1 5

Provide math department teachers with professional development on 2 of the 8 mathematical practices. These professional development sessions will provide teachers with examples of what these practices look like in the classroom, strategies to implementing these practices, and sample lesson plans that incorporate these 2 practices.

Person Responsible

Lori McCaughey

Schedule

Daily, from 9/30/2014 to 5/29/2015

Evidence of Completion

Minutes from planning meetings,

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Math teachers will sign up through ERO to attend this PD session; teachers will include these practices in their lesson plans after the training.

Person Responsible

Lori McCaughey

Schedule

Monthly, from 9/30/2014 to 3/25/2015

Evidence of Completion

Training rosters, lesson plans, teacher evaluations

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Administrators will check through lesson plans for strategies and look for these practices in informal walk throughs. Math Team Leaders will review training evaluations for addition PD that may or may not be needed.

Person Responsible

Lori McCaughey

Schedule

Monthly, from 9/30/2014 to 5/29/2015


Evidence of Completion

Training evaluations; surveys to the math department to check on addition possible PD or meetings for support or addition information; lesson plans; student summative or formative assessment data; math collaborative team minutes

G5.B3 Maintaining consistent review of data results and instructional implications. 2

 B110207

G5.B3.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling. 4

 S121732

Strategy Rationale

Reviewing student data will guide instruction and help assist those students who are struggling to meet the learning goals.

Action Step 1 5

Hold collaborative team meetings; review pre- and post- assessments data

Person Responsible

Lori McCaughey

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Training rosters; collaborative team meeting minutes; progress monitoring checklists.

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Minutes from collaborative team meetings will be looked at. Administrators will sit in with each team throughout the year to listen to discussion.

Person Responsible

Lori McCaughey

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Training rosters; feedback; minutes

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Student evidence of the level of the strategy's effectiveness should be evident according to the Marzano Framework

Person Responsible

Lori McCaughey

Schedule

Weekly, from 9/22/2014 to 4/8/2015

Evidence of Completion

Data from summative and formative assessments; EOC data

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Student data through pre/post assessments and formative assessments

Person Responsible

Lori McCaughey

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Students increase test scores, progress monitors and level of understanding in class as determined by learning scales.

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
G5.B2.S1.A1	Provide math department teachers with professional development on 2 of the 8 mathematical practices. These professional development sessions will provide teachers with examples of what these practices look like in the classroom, strategies to implementing these practices, and sample lesson plans that incorporate these 2 practices.	McCaughey, Lori	9/30/2014	Minutes from planning meetings,	5/29/2015 daily
G4.B1.S1.A1	County Writes (FSA Rubric and RACE strategy).	Holling, Laura	9/10/2014	Administration will monitor teacher and student work products through the collaborative team process.	5/29/2015 weekly
G4.B3.S1.A1	Creating a "Progress Monitoring Timeline"; School wide	Keating, Candice	9/29/2014	A Copy of the "Data and Instructional Based Progress Monitoring Timeline"	5/29/2015 every-2-months

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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
G1.B1.S1.A1	Creating a "Pacing Guideline"; district wide	Santos, Charles	9/15/2014	A Copy of the "Pacing Guideline"	10/15/2014 one-time
G5.B3.S1.A1	Hold collaborative team meetings; review pre- and post- assessments data	McCaughey, Lori	9/8/2014	Training rosters; collaborative team meeting minutes; progress monitoring checklists.	5/29/2015 weekly
G3.B2.S1.A1	Hold collaborative team meetings; review pre- and post- assessments data.	Drumm, Natalie	9/8/2014	Collaborative team meeting minutes; progress monitoring checklists.	5/29/2015 weekly
G2.B4.S1.A1	On-going training for teachers on the high effect strategies (PLC conference, model schools)	Fabrizio, Al	9/3/2014	Student's response to learning opportunities	5/29/2015 monthly
G3.B2.S1.A2	Utilize evidence based preparation materials to ready students for Biology EOC.	Drumm, Natalie	9/8/2014	Lesson plans; Benchmark data; AMO results	5/29/2015 weekly
G3.B2.S1.A3	Access to Data - Performance Matters	McCaughey, Lori	9/3/2014	Observation, print out of data screen	5/29/2015 monthly
G1.MA1	Progress Monitoring will be a clear indicator to determine if pacing guideline is being adhered to.	Skinner, Virginia	10/15/2014	Progress Monitoring reports will indicate how students are doing and correlate it to the pacing guidelines; are students missing questions on the PM because, according to the Pacing guideline they have not covered those topics?	5/29/2015 quarterly
G1.B1.S1.MA1	Pacing Guideline / Weekly CT Meetings	Santos, Charles	10/15/2014	Minutes from meeting indicating where the team is, pacing wise, and why individual teachers are "ahead" and why some are "behind".	4/30/2015 weekly
G1.B1.S1.MA1	Creating a "Pacing Guideline"; district wide	Santos, Charles	9/15/2014	A Copy of the "Pacing Guideline"	9/17/2014 one-time
G2.MA1	iobservation	Fabrizio, Al	9/22/2014	Evidence of teacher growth in iobservation.	4/30/2015 weekly
G2.B4.S1.MA1	Classroom observations	Fabrizio, Al	9/15/2014	Evidence of engaged learners during classroom observations and lesson plans.	4/30/2015 weekly
G2.B4.S1.MA1	Collaborative teams to discuss implementation of best practices.	Soich, Mindy	9/8/2014	Meeting agendas and notes	5/29/2015 weekly
G3.MA1	Student data through pre/post assessments and formative assessments	Drumm, Natalie	9/8/2014	Students increase test scores and level of understanding in class as determined by learning scales.	5/29/2015 weekly
G3.MA2	Biology EOC proficiency score level 3 or higher	McCaughey, Lori	8/25/2014	Statistics given by state over summer	6/4/2015 semiannually
G3.B2.S1.MA1	Student evidence of the level of the strategy's effectiveness should be evident according to the Marzano Framework.	Fabrizio, Al	9/22/2014	Students increase test scores and level of understanding in class as determined by learning scales.	5/29/2015 semiannually
G3.B2.S1.MA5	Access to Biology EOC data- Passing rates at year's end. Also a check in after biology benchmarks.	McCaughey, Lori	10/15/2014	Print out of data screen	3/18/2015 semiannually
G3.B2.S1.MA1	Minutes from collaborative team meetings will be looked at. Administrators will sit in with each team throughout the year to listen to discussion.	Skinner, Virginia	9/8/2014	Feedback; minutes	5/29/2015 monthly
G3.B2.S1.MA3	Needs based PD for collaborative teams focusing on essential skills	Skinner, Virginia	9/8/2014	PD attendance	5/29/2015 monthly
G3.B2.S1.MA4	Access to biology statistics/benchmark data.	McCaughey, Lori	9/3/2014	observation, print out of data screen	5/29/2015 semiannually
G4.MA1	Progress Monitoring will be a clear indicator to determine if pacing guideline is being adhered to	Keating, Candice	9/30/2014	Progress Monitoring reports with both formative and summative assessments will indicate the effectiveness of data	5/29/2015 quarterly

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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
				collaborative meetings and data driven instruction	
G4.MA2	Every nine weeks teachers will submit student samples that will be analyzed by the literacy team and administration.	Skinner, Virginia	9/29/2014	Student samples	5/29/2015 quarterly
G4.B1.S1.MA1	By providing opportunities for students to write weekly in every class, students will become more familiar with text-dependent writing. All teachers will be trained on how to effectively grade writing based on the FSA rubric.	Skinner, Virginia	9/10/2014	Students samples, lesson plans, instructional calendar	5/29/2015 weekly
G4.B1.S1.MA1	Utilizing R.A.C.E, teachers will incorporate writing in their instruction. Through the collaborative teams, teachers will submit student samples to their collaborative team leader. Student samples will be used as formative assessments to drive instruction. Collaborative teams will review writing and assess current realities and future steps to take.	Skinner, Virginia	9/30/2014	Student samples, instructional calendar.	5/29/2015 quarterly
G4.B3.S1.MA1	School Wide Training on Data Driven Differentiated Instruction, Data and Instructional Based Progress Monitoring Timeline/Weekly Collaborative Groups, BiWeekly Meetings	Keating, Candice	9/29/2014	Minutes from meetings, timeline, data from on-going formative and summative assessments, lesson plans	5/29/2015 biweekly
G4.B3.S1.MA1	Creating a "Data and Instructional Based Progress Monitoring Timeline"; MCHS	Keating, Candice	9/29/2014	A Copy of the "Data and Instructional Based Progress Monitoring Timeline"	5/29/2015 biweekly
G5.MA1	Progress will be monitored through student data for summative and formative common assessments created by the math collaborative teams.	McCaughey, Lori	9/30/2014	Data from summative and formative assessments; EOC data	5/29/2015 monthly
G5.B2.S1.MA1	Administrators will check through lesson plans for strategies and look for these practices in informal walk throughs. Math Team Leaders will review training evaluations for addition PD that may or may not be needed.	McCaughey, Lori	9/30/2014	Training evaluations; surveys to the math department to check on addition possible PD or meetings for support or addition information; lesson plans; student summative or formative assessment data; math collaborative team minutes	5/29/2015 monthly
G5.B2.S1.MA1	Math teachers will sign up through ERO to attend this PD session; teachers will include these practices in their lesson plans after the training.	McCaughey, Lori	9/30/2014	Training rosters, lesson plans, teacher evaluations	3/25/2015 monthly
G5.B3.S1.MA1	Student evidence of the level of the strategy's effectiveness should be evident according to the Marzano Framework	McCaughey, Lori	9/22/2014	Data from summative and formative assessments; EOC data	4/8/2015 weekly
G5.B3.S1.MA3	Student data through pre/post assessments and formative assessments	McCaughey, Lori	9/30/2014	Students increase test scores, progress monitors and level of understanding in class as determined by learning scales.	5/29/2015 monthly
G5.B3.S1.MA1	Minutes from collaborative team meetings will be looked at. Administrators will sit in with each team throughout the year to listen to discussion.	McCaughey, Lori	9/8/2014	Training rosters; feedback; minutes	5/29/2015 weekly

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.

G1. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course US History Assessment will increase from 66% to 71%.

G1.B1 "Time crunch"- very little instructional time to teach till EOC administration in April.

G1.B1.S1 Create a pacing guideline/scope and sequence that will focus on the essential standards.

PD Opportunity 1

Creating a "Pacing Guideline"; district wide

Facilitator

Dr. Malham (District) and Mr. Santos (MCHS)

Participants

District wide US History teachers; Lead by Dr. Malham, assisted by Ms. Stewart, Ms. Gillooly, Mr. Santos, Mr. Mick, Ms. Bruwell, Mr. Swager.

Schedule

On 10/15/2014

G2. The Grad Rate will increase by 3%.

G2.B4 Low levels of student engagement.

G2.B4.S1 Utilize high impact strategies learned in Marzano.

PD Opportunity 1

On-going training for teachers on the high effect strategies (PLC conference, model schools)

Facilitator

Administrators and teachers

Participants

all teachers

Schedule

Monthly, from 9/3/2014 to 5/29/2015

G3. The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 74% to 78%.

G3.B2 Maintaining consistent review of data results and instructional implications.

G3.B2.S1 Collaborative teams will review student data from common summative and formative assessments created at collaborative team meetings. Once this data has been analyzed strategies will be implemented to assist those students who are still struggling.

PD Opportunity 1

Access to Data - Performance Matters

Facilitator

Lori McCaughey

Participants

All teachers

Schedule

Monthly, from 9/3/2014 to 5/29/2015

G4. All students in each subgroup will meet AMO targets on the English Language Arts Grade 9 and 10 Florida Standards Assessment (FSA).

G4.B1 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida State Standards and Florida State Assessments

G4.B1.S1 Continuing professional development on the Florida State Assessment as more information becomes available from the Florida Department of Education; Encourage different instructional strategies to increase students' awareness of what they are learning as opposed to a set of rules to memorize; Implement Writing Across the Curriculum and Close Reading; Implement Text-based Reading and Writing activities.

PD Opportunity 1

County Writes (FSA Rubric and RACE strategy).

Facilitator

The Literacy Team

Participants

All teachers

Schedule

Weekly, from 9/10/2014 to 5/29/2015

G5. All students in each subgroup will meet AMO targets on the Florida Standard Assessment (FSA) End-of-Course for Algebra 1 and Geometry.

G5.B2 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards and application of the eight mathematical practices.

G5.B2.S1 Training on 2 of the 8 mathematical practices (focus area).

PD Opportunity 1

Provide math department teachers with professional development on 2 of the 8 mathematical practices. These professional development sessions will provide teachers with examples of what these practices look like in the classroom, strategies to implementing these practices, and sample lesson plans that incorporate these 2 practices.

Facilitator

Math Team Leaders, Lori McCaughey

Participants

Math, Science and CTE Teachers

Schedule

Daily, from 9/30/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course US History Assessment will increase from 66% to 71%.	500
Goal 2: The Grad Rate will increase by 3%.	5,000
Goal 3: The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 74% to 78%.	0
Goal 4: All students in each subgroup will meet AMO targets on the English Language Arts Grade 9 and 10 Florida Standards Assessment (FSA).	500
Goal 5: All students in each subgroup will meet AMO targets on the Florida Standard Assessment (FSA) End-of-Course for Algebra 1 and Geometry.	1,500
Grand Total	7,500

Goal 1: The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course US History Assessment will increase from 66% to 71%.

Description	Source	Total
B1.S1.A1 - Sub coverage.	General Fund	500
Total Goal 1		500

Goal 2: The Grad Rate will increase by 3%.

Description	Source	Total
B4.S1.A1 - Conference travel fees.	School Improvement Funds	5,000
Total Goal 2		5,000

Goal 3: The percent of students scoring at proficiency (level 3) or higher on the NGSSS End-of-Course Biology Assessment will increase from 74% to 78%.

Description	Source	Total
B2.S1.A3 - No Cost		0
Total Goal 3		0

Goal 4: All students in each subgroup will meet AMO targets on the English Language Arts Grade 9 and 10 Florida Standards Assessment (FSA).

Description	Source	Total
B1.S1.A1 - Substitutes for planning purposes.	School Improvement Funds	500
Total Goal 4		500

Goal 5: All students in each subgroup will meet AMO targets on the Florida Standard Assessment (FSA) End-of-Course for Algebra 1 and Geometry.

Description	Source	Total
B2.S1.A1 - Solution Tree PLC workshop for teaching and assessing math.	School Improvement Funds	1,500
Total Goal 5		1,500