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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>9</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>27</b>
<b>Budget to Support Goals</b>	<b>28</b>

# Matanzas High School

3535 OLD KINGS RD N, Palm Coast, FL 32137

www.flaglerschools.com

## Demographics

**Principal: Jeff Reaves**

Start Date for this Principal: 8/7/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	50%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students <span style="color: orange;">Students With Disabilities</span> White Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (56%) 2016-17: B (59%) 2015-16: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

#### **Provide the school's vision statement.**

As a courageous, innovative leader in education, Flagler County Public Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

### School Leadership Team

#### **Membership**

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

Name	Title	Job Duties and Responsibilities
Reaves, Jeff	Principal	Mr. Jeff Reaves, principal, is the visionary who serves as the key instructional leader for the faculty and staff at Matanzas High School. Mr. Reaves aligns our mission, vision, motto, and goals based on data and expected outcomes. He encourages shared decision making by developing and empowering school leaders.
Kraverotis, Mandy	Assistant Principal	Mrs. Mandy Kraverotis serves as our Assistant Principal for Assessment and Accountability. She works to plan and implement all district, state, and national assessments. She works closely with the district's Assessment and Accountability personnel and analyzes school data to make instructional decisions. She also serves as an instructional leader for social studies, ELA, and Industry Certification programs.
Nicole, Castanheira	Assistant Principal	Mrs. Nicole Castanheira is the leader for Teaching and Learning, which includes professional learning, curriculum, instructional design and assessment practices. She regularly meets with the teacher support colleague, district curriculum specialists, and teachers to design professional learning activities that will enhance teacher effectiveness and student learning.
Novak, Sara	Assistant Principal	Ms. Sara Novak is the Assistant Principal for Exceptional Student Education and Facilities. Ms. Novak oversees IEP creation and implementation for our ESE students, manages ESE programs, and works with ESE teachers and paraprofessionals. Ms. Novak is also responsible for overseeing the upkeep and management of our facilities, including school safety and security.

**Demographic Information**

**Principal start date**

Monday 8/7/2017, Jeff Reaves

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

**Total number of teacher positions allocated to the school**

81

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	50%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: B (58%) 2017-18: B (56%) 2016-17: B (59%) 2015-16: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Dustin Sims</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Friday 8/7/2020

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	426	374	475	416	1691
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	53	91	94	296
One or more suspensions	0	0	0	0	0	0	0	0	0	56	34	52	35	177
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	86	78	123	102	389
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	102	65	70	61	298

**The number of students with two or more early warning indicators:**



Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	78	62	101	88	329

**The number of students identified as retainees:**

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	426	374	475	416	1691
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	58	53	91	94	296
One or more suspensions	0	0	0	0	0	0	0	0	0	56	34	52	35	177
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	86	78	123	102	389
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Indicator	Grade Level													Total	
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Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	78	62	101	88	329

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	72%	56%	57%	64%	53%
ELA Learning Gains	51%	61%	51%	49%	52%	49%
ELA Lowest 25th Percentile	37%	37%	42%	43%	42%	41%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	52%	59%	51%	61%	58%	49%
Math Learning Gains	52%	51%	48%	54%	51%	44%
Math Lowest 25th Percentile	45%	46%	45%	47%	48%	39%
Science Achievement	61%	68%	68%	74%	70%	65%
Social Studies Achievement	72%	72%	73%	79%	72%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**  
**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	60%	61%	-1%	55%	5%
	2018	62%	58%	4%	53%	9%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	57%	54%	3%	53%	4%
	2018	54%	55%	-1%	53%	1%
Same Grade Comparison		3%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	68%	-10%	67%	-9%
2018	70%	62%	8%	65%	5%
Compare		-12%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	72%	-1%	70%	1%
2018	75%	71%	4%	68%	7%
Compare		-4%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	42%	60%	-18%	61%	-19%
2018	44%	65%	-21%	62%	-18%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	61%	-7%	57%	-3%
2018	53%	59%	-6%	56%	-3%
Compare		1%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	31	25	20	46	40	29	20		80	11
ELL	38	63	55	79	52						
ASN	61	58		60	53		56	85		100	80
BLK	40	48	41	31	43	38	42	44		89	41
HSP	58	50	41	55	52	45	67	68		91	53
MUL	59	49	40	55	59		56	70		85	71
WHT	62	52	35	55	52	46	63	77		93	57
FRL	52	49	35	49	51	49	53	63		90	48
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	30	27	25	37	24	24	31		53	16
ELL	40	53		50	50					90	
ASN	64	60		58	62		73	90			
BLK	38	45	35	35	40	32	37	56		65	28
HSP	60	55	36	54	43	25	59	71		91	38
MUL	54	58	60	53	38		73	79		65	35

<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
WHT	62	53	36	56	50	36	72	84		86	44
FRL	51	50	35	51	47	34	58	75		80	28
<b>2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	6	32	36	19	22	17	19	27		67	11
ELL					60						
ASN	61	57		62	56		75	93		92	42
BLK	31	35	31	48	53	41	42	66		73	29
HSP	59	53	31	63	55	50	75	80		82	38
MUL	63	41		47	58		53	86		84	38
WHT	61	51	49	64	54	45	80	79		85	42
FRL	48	44	35	58	54	44	70	72		82	34

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	85
Total Points Earned for the Federal Index	663
Total Components for the Federal Index	11
Percent Tested	99%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Asian Students</b>	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO

## Economically Disadvantaged Students

Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0
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### Analysis

#### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant 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 ELA Lowest Quartile (37%) was our lowest performing area in 2018-2019. Students with disabilities was 25%. This is a trend. We remained the same (37%) from the previous year. We feel this is due to the lack of cohesion within the department between reading and ELA teachers. These teachers were not planning together to help bridge the gaps students had in reading comprehension skills.

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

Science achievement showed the greatest decline from the prior year. In 2017-2018, the science achievement was 67%, in 2018/2019 it declined to 61%. The contributing factors to this decline was due to unforeseen staffing issues. In one of our Biology units, we had two Biology teachers resign due to family issues, several substitutes floating through the classroom, and we hired a brand new teacher to complete the remainder of the school year. We feel these staffing issues contributed to our declining science scores.

For the 2019/2020 school year, we have hired a qualified teacher with a Masters in Science degree to provide instruction to our Biology students. For the 2020-2021 school year, the coronavirus pandemic has necessitated several of our teaching units in the Science department. Several of our higher-level Science teachers will now teach additional units of Biology. These teachers have a proven track record of solid Biology scores.

#### **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 data component with the greatest gap compared to the state average was science achievement. The contributing factors to this gap was due to unforeseen staffing issues. In one of our Biology units, we had two Biology teachers resign due to family issues, several substitutes floating through the classroom, and we hired a brand new teacher to complete the remainder of the school year. We feel these staffing issues contributed to our declining science scores. For the 2020-2021 school year, the coronavirus pandemic has necessitated several of our teaching units in the Science department. Several of our higher-level Science teachers will now teach additional units of Biology. These teachers have a proven track record of solid Biology scores.

#### **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 Math (LQ). We increased from 35% in 2017/2018 to 45% in 2018/2019. The new actions our school took were assigning ESE support facilitators to provide more intensive services to students. We also made some changes to our master schedule to ensure students were assigned math courses in the correct sequence with appropriate pacing in ensure mastery of skills.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

After reviewing EWS data from Part I, one potential area of concern is the amount of students who scored a level 1 on statewide assessments. In 2017/2018, data showed 217 students scored a level 1 on statewide assessments. In 2018/2019, data showed 298 students scored a level 1 on statewide assessments. This is an increase of 81 students.

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

1. ELA Lowest 25th Percentile
2. SWD in ELA Lowest 25th Percentile
3. Decreasing the amount of students scoring a level 1 on state assessments.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Graduation**

**Area of Focus Description and Rationale:** Students who successfully graduate high school with their cohort are more likely to enter the workforce as contributing members of society.

**Measurable Outcome:** Our goal at Matanzas High School is to increase our graduation rate every year. For the 2018/2019 school year the graduation rate was 94%. Our goal for the 2019/2020 school year was 95% and our goal for 2020-2021 will be 96%.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Our evidenced-based strategy includes identifying at-risk juniors and seniors who are not on track to graduate with their cohort. These students are placed on our "watch list".

**Rationale for Evidence-based Strategy:** MHS has chosen to use this strategy because it has worked for us in the past. By identifying at-risk students and reviewing data pieces such as, GPAs, grades, attendance, and discipline records, we can provide targeted interventions. These pieces of data are the evidence we need to determine the services we provide and if our interventions are effective. Our goal is to increase our graduation rate every year.

**Action Steps to Implement**

1. We will hold weekly Leadership meetings to review our "watch list". This list includes junior and seniors who are endanger of not graduating with their cohort.
2. At-risk juniors are placed in credit recovery courses.
3. At-risk seniors are placed in the GRAD 100 lab.
4. The GRAD 100 Lab teacher will report weekly to the Leadership Team on the progress of the students in the lab. If progress is not being made, interventions will be put in place.
5. A weekly "F" report will monitor the number of students school wide who are failing a course. This report will help administration monitor teachers who have a high number of course failures. This process will help monitor the effectiveness of instruction.
4. Counselors will report on the status of junior and senior meetings. Based on the feedback, administration will make necessary changes.

**Person Responsible** Robert Roe (roer@flaglerschools.com)

We will hold weekly Leadership meetings to review our "watch list". This list includes junior and seniors who are in danger of not graduating with their cohort.

**Person Responsible** Jeff Reaves (reavesj@flaglerschools.com)

At-risk seniors are placed in the GRAD 100 lab.



**Person Responsible** Robert Roe (roer@flaglerschools.com)

The GRAD 100 Lab teacher will report weekly to the Leadership Team on the progress of the students in the lab. If progress is not being made, interventions will be put in place.

**Person Responsible** Robert Roe (roer@flaglerschools.com)

A weekly "F" report will be ran to monitor the number of students school wide who are failing a course. This report will help administration monitor teachers who have a high number of course failures. This process will help monitor the effectiveness of instruction.

**Person Responsible** Mandy Kraverotis (kraverotisa@flaglerschools.com)

Guidance Counselors will report back to administration quarterly on the status of junior and senior meetings. Based on the feedback, administration will make necessary changes regarding needs of our students.

**Person Responsible** Pat Trimmer (trimmerp@flaglerschools.com)

**#2. Culture & Environment specifically relating to Early Warning Systems**

**Area of Focus Description and Rationale:** Students who display multiple EWS indicators are much less likely to graduate with their cohort.

**Measureable Outcome:** Students who display EWS indicators will make progress towards earning high school credits and graduation. This progress will be monitored through the MTSS process. We currently have 180 students in the MTSS process. With interventions in place and close monitoring through the MTSS process, we hope to steadily decrease this number.

**Person responsible for monitoring outcome:** [no one identified]

We use a four step problem solving process for identifying students who demonstrate indicators of the Early Warning Systems.

**Evidence-based Strategy:**

1. Our MTSS team meets weekly to discuss students who are struggling academically and behaviorally.
2. We track grades, attendance, testing data, and discipline issues.
3. We make anecdotal notes regarding each student, including next steps that need to be taken.
4. We update tracking sheets on weekly basis.

**Rationale for Evidence-based Strategy:** MHS has chosen to use this strategy again because it has worked for us in the past. By monitoring these students and providing personalized support, students receive the services they need and are more likely to graduate with their cohort. Data from grade checks, testing results, and discipline reports will be used as evidence to determine if our strategy is effective.

**Action Steps to Implement**

1. Our MTSS team will meet weekly to discuss students who are struggling academically and behaviorally. We will track grades, attendance, testing data, and discipline issues. We will make anecdotal notes regarding each student, including next steps that need to be taken.

**Person Responsible** Castanheira Nicole (castanheiran@flaglerschools.com)

2. We will monitor students who are in the lowest quartile. We will pair lowest quartile students with a significant adult on campus for mentoring.

**Person Responsible** Castanheira Nicole (castanheiran@flaglerschools.com)

3. We will track EWS indicators and have one-on-one ongoing goal-setting conversations with each student.

**Person Responsible** Castanheira Nicole (castanheiran@flaglerschools.com)

4. Our student services team will monitor absences and tardies. They will work closely with teachers to ensure that attendance is taken every period each day in so that our attendance data is as accurate as possible. Our attendance clerk will set up SST (student success team) meetings once students accrue 5 absences in one month or ten absences in three months.

These meetings allow the student, parent, and school team the ability to problem-solve and provide interventions and assistance with attendance issues. Depending on the severity or cause of the issue, a full service school referral may be made to assist the family.

**Person Responsible** Bob Sawyer (sawyerr@flaglerschools.com)

5. We will keep a comprehensive spreadsheet regarding students who have not passed state assessments. We will place students who have not met their ELA requirement in an intervention reading class for targeted reading instruction.

**Person Responsible** Mandy Kraverotis (kraverotisa@flaglerschools.com)

6. We will track discipline offenses tracked through Skyward. The students with serious infractions or multiple infractions will receive interventions through MTSS, including behavior plans, mentoring, and counseling. Consequences for discipline infractions are determined by the District's Discipline Matrix. The PBIS team will put interventions in place to proactively prevent discipline issues through use of Pirate Tokens, mentoring, and school incentives. Additionally, we will use outside mentoring programs, like Men in the Making, Take Stock in Children, and the African-American Mentoring Program (AAMP) to assist students in learning to live our motto: "Make good choices, Hold yourself accountable, Strive for excellence." Due to the Coronavirus pandemic, these mentoring programs will need to shift to virtual settings.

**Person Responsible** Tom Wooleyhan (wooleyhant@flaglerschools.com)

**#3. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** According to provided FLDOE data, MHS's subgroup with the largest achievement gap is our students with disabilities.

**Measurable Outcome:** By providing ESE students with appropriate supports, ESE students will make learning gains and begin to close the achievement gap. Specifically for the 2020-2021 school year, our goal is to see the achievement gap narrow by 5% in ELA.

**Person responsible for monitoring outcome:** Sara Novak (novaks@flaglerschools.com)

**Evidence-based Strategy:** General education teachers and support facilitators will provide targeted support for ESE students, utilizing the Learning Focused Previewing Strategy. This research-based strategy will also target and support students in our lowest quartile, who are often ESE students.

**Rationale for Evidence-based Strategy:** Research shows that previewing content and vocabulary, prioritizing relevance, and making connections helps students stay on track with their peers.

**Action Steps to Implement**

Identify ESE students and lowest quartile students.

**Person Responsible** Sara Novak (novaks@flaglerschools.com)

Identify general education classroom teachers and support facilitators who will collaborate and work in tandem to provide support and utilize the previewing strategy.

**Person Responsible** Sara Novak (novaks@flaglerschools.com)

Ensure general education classroom teachers and support facilitators are fully trained on the previewing model and each person's role.

**Person Responsible** Nancy Snell (snelln@flaglerschools.com)

General education classroom teachers and support facilitators will receive training on best practices for providing support for ESE students in the gen ed setting.

**Person Responsible** Sara Novak (novaks@flaglerschools.com)

Renaissance Star progress monitoring will be utilized to track students' progress.

**Person Responsible** Nancy Snell (snelln@flaglerschools.com)

Case managers will track student progress and update student IEPs as needed. Case managers will also inform parents, guidance, and ESE AP of any student academic concerns.

**Person Responsible** Sara Novak (novaks@flaglerschools.com)

**#4. Other specifically relating to Literacy and High Expectations**

**Area of Focus Description and Rationale:** Upon reviewing the data, focus areas for improvement are needed for overall achievement in ELA learning gains for lowest 25th percentile and students with disabilities.

**Measureable Outcome:** If intensive ELA courses are structured with best practices, instructional supports, and data-based small group instruction, then student achievement in ELA will increase, which will be monitored and refined through professional learning, classroom walk throughs, and specific feedback. Growth and achievement will be monitored by Renaissance STAR and quarterly assessments.

**Person responsible for monitoring outcome:** Mandy Kraverotis (kraverotisa@flaglerschools.com)

**Evidence-based Strategy:** MHS will continue to use the Learning Focused Previewing and Accelerating Strategy with our intensive reading and ELA classrooms.

**Rationale for Evidence-based Strategy:** Research has shown using the Learning Focused Previewing and Accelerating Strategy, our lowest quartile and ESE students will receive targeted instruction that preview strategies and skills they will see in their ELA course. This gives students multiple opportunities to access and master required reading and comprehension skills. Data from Renaissance STAR and quarterly assessments will be the evidence we will use to determine if our strategy is effective.

**Rationale for Evidence-based Strategy:** In the 2019-2020 school year, For quarter 1, district quarterly data showed MHS being 2% below the district average. For quarter 2, district quarterly data showed MHS being 2% above the district average. MHS' AP 1 STAR data showed a total increase of +0.6 for level 1 students. MHS' AP 2 STAR data showed a total increase of +0.9 for level 1 students. From this data, we can see that this strategy was working last year and we should continue.

**Action Steps to Implement**

Reading and ELA teachers will be planning together to create a skills progression plan for each grade level. Reading teachers will use this plan to preview reading skills that students will see in their ELA course.

**Person Responsible** Nancy Snell (snelln@flaglerschools.com)

We will utilizing Star Renaissance for progress monitoring to guide classroom instruction in Intensive Reading and ELA classes; we will analyze and use the data to inform instruction during collaborative planning sessions.

**Person Responsible** Nancy Snell (snelln@flaglerschools.com)

We will utilize standards-based quarterly assessments in grades 9-10 ELA and analyze the results to inform instruction during collaborative planning sessions.

**Person Responsible** Mandy Kraverotis (kraverotisa@flaglerschools.com)

All core area teachers will meet during common planning meetings to analyze their data and adjust instruction.

**Person Responsible** Jeff Reaves (reavesj@flaglerschools.com)

ELA and reading classes will receive additional instructional support from the literacy coach. The literacy coach will be co-teaching and/or providing small group instruction support in each teacher's classes every week on a rotational cycle.

**Person Responsible** Nancy Snell (snelln@flaglerschools.com)

Administration will ensure that teachers receive high-quality professional learning on Learning Focused principles and literacy strategies during monthly faculty meetings.

**Person Responsible** Jeff Reaves (reavesj@flaglerschools.com)

## #5. Other specifically relating to Acceleration

**Area of Focus Description and Rationale:** Students who participate in acceleration courses are more likely to be successful in the post-high school setting.

**Measureable Outcome:** It is our goal at MHS to increase the career and college acceleration opportunities for underrepresented students.

**Person responsible for monitoring outcome:** [no one identified]

**Evidence-based Strategy:** Our strategy includes meeting with underrepresented students to find a path that meets their interests and leads to an industry certification, AP/AICE courses, or a dual enrollment course.

**Rationale for Evidence-based Strategy:** This strategy has worked for MHS in the past, so we will continue to use this strategy and provide students with a variety of acceleration opportunities that meet their interests and needs. The evidence used to make this determination will be survey results and increased enrollment numbers in dual enrollment, AICE, CTE, and AP courses.

### Action Steps to Implement

1. We will continue to make adjustments to the master schedule to maximize acceleration offerings. For instance, for the 2020-2021 school year, we made a tweak to the schedule to turn English III Honors into AICE General Paper.

**Person Responsible** Jeff Reaves (reavesj@flaglerschools.com)

MHS administrators will work in tandem with the flagship coach to ensure that flagship programs are preparing students for their respective industry certification exams. We will continue to analyze student and community needs in terms of our flagship offerings.

**Person Responsible** Jeremy Ossler (osslerj@flaglerschools.com)

We will continue to analyze trendline data for Industry Certification classes. All programs are identified and a comprehensive report is completed to determine how many students are earning acceleration opportunities through each industry certification program. Success rates are tracked and shared with teachers, guidance, and leadership teams.

**Person Responsible** Jeremy Ossler (osslerj@flaglerschools.com)

We will continue to monitor our list of students who have and have not earned an acceleration point, especially underrepresented students and continue to reach out to these students who have not taken accelerated coursework.

**Person Responsible** Castanheira Nicole (castanheiran@flaglerschools.com)

We have a comprehensive system in place for tracking success in Advanced Placement (AP) courses. We will compare our scores to state averages, global averages, as well as success rates of neighboring schools. Classes that have lower success rates are then targeted for



expanded professional development and possibly staffing changes. We will expand this system to include tracking success in Cambridge AICE courses this year.

**Person Responsible** Mandy Kraverotis (kraverotisa@flaglerschools.com)

*No description entered*

**Person Responsible** [no one identified]

## #6. Other specifically relating to Enhanced Acceleration

**Area of Focus Description and Rationale:** Ensuring all students learn alongside their peers and reach their maximum potential helps to ensure success for all and educational equity.

**Measureable Outcome:** By utilizing the Learning Focused Acceleration Model, our goal is to see an increase in the learning gains of our lowest quartile ELA scores.

**Person responsible for monitoring outcome:** Jeff Reaves (reavesj@flaglerschools.com)

**Evidence-based Strategy:** We will expand our focus to ensure all teachers are utilizing the Learning Focused Acceleration Model. This will include: accelerating exposure to grade-appropriate content, providing prior knowledge to make meaningful connections to new concepts, previewing vocabulary (tier 2 and 3 words) for core courses, providing basic prerequisite skills along with new concepts rather than reteaching missing skills in isolation, and prioritizing relevance to promote student motivation and memory.

**Rationale for Evidence-based Strategy:** Learning Focused's research has shown us that the acceleration strategy, if done with fidelity, will help all students learn with their peers rather than needing remediation.

### Action Steps to Implement

Teachers will receive professional learning in the Learning Focused Acceleration Model. This will begin during pre-planning, and continue throughout the school year.

**Person Responsible** Nancy Snell (snelln@flaglerschools.com)

We will utilize a model classroom approach for teachers who would like to see the model in action, as we began to use this model last school year in selected ELA/IR classrooms. The literacy coach will model/co-teach the strategy for teachers as well.

**Person Responsible** Nancy Snell (snelln@flaglerschools.com)

Support facilitators and MTSS coordinator/interventionist will receive additional training on their specific role in the Acceleration model.

**Person Responsible** Nancy Snell (snelln@flaglerschools.com)

Teachers' lessons and lesson plans will include the elements of the Learning Focused Acceleration Model.

**Person Responsible** Castanheira Nicole (castanheiran@flaglerschools.com)

Data from progress monitoring will be analyze quarterly to see how well the model is progressing and the leadership team will make adjustments as needed.

**Person Responsible** Mandy Kraverotis (kraverotisa@flaglerschools.com)

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The leadership team at matanzas will provide more training and planning time for our ELA Previewing teachers to create and implement standards based lessons and small group instruction plans based on STAR data. Also, more time to delve into STAR reports to have a better understanding on how they can be used to enhance instruction.**

**Our Literacy Coach will update the leadership team on a weekly basis about the support she is providing to the ELA teachers and the progress being made by students. The Literacy Coach will also analyze STAR data and quarterly assessments and report results to the leadership team so next steps can be determined.**

**The leadership team will utilize the ELA District Curriculum Specialist to support our Literacy Coach and teachers on campus.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Matanzas High School prides itself on its positive school culture and environment. Faculty and staff are valued and respected, and their opinions are sought often as the experts on the campus. The physical environment itself is clean, bright, attractive and well-kept. Our custodial services team and grounds crew work to keep up the facility. Our athletic director has worked diligently on branding "The Ship" and logos and branding are consistent across campus. MHS strives to be completely student-centered. Students respect one another and staff members, and know that administration has an open door policy for any concerns or ideas they may have. One example of this would be the student-led drive to create the Law and Justice Flagship Program, which is now thriving on campus. Students are pushed to do their best in the classroom and in their daily lives. Many choose to be heavily involved on campus with one of our 30+ extracurricular opportunities. Parents and community members are highly encouraged to get involved at MHS as well. Many do so through mentoring programs (Take Stock in Children, African American Mentoring Program, Career Mentoring,

Flagship Mentoring), volunteering with their student's extracurricular activity, or through the school's SAC committee.

**Parent Family and Engagement Plan (PFEP) Link**

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

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Graduation</b>				<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Early Warning Systems</b>				<b>\$0.00</b>
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Literacy and High Expectations</b>				<b>\$5,475.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0090 - Matanzas High School	General Fund	0.0	\$4,200.00
			<i>Notes: Renaissance Star for all ELA Level 1-2 students</i>			
	5100	369-Technology-Related Rentals	0090 - Matanzas High School	General Fund		\$1,275.00
			<i>Notes: USA Test Prep software for ELA classes</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Acceleration</b>				<b>\$25,300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0090 - Matanzas High School	General Fund	0.0	\$4,300.00
			<i>Notes: AlbertiO software for AP courses</i>			
	5100	590-Other Materials and Supplies	0090 - Matanzas High School	General Fund		\$7,000.00
			<i>Notes: CTE budget</i>			
	5100	510-Supplies	0090 - Matanzas High School	General Fund		\$14,000.00
			<i>Notes: Budget for Flagships and AICE</i>			
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Enhanced Acceleration</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$30,775.00</b>