Matanzas High School

2021-22 Schoolwide Improvement Plan

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Matanzas High School

3535 OLD KINGS RD N, Palm Coast, FL 32137

www.flaglerschools.com

Demographics

Principal: Jeff Reaves

Start Date for this Principal: 8/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (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
School Grades History	2018-19: B (58%) 2017-18: B (56%) 2016-17: B (59%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.
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.
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.
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
Tuesday 8/17/2021, 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

91

Total number of students enrolled at the school

1,761

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

9

Demographic Data

Early Warning Systems

2021-22

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	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

Date this data was collected or last updated

Tuesday 8/17/2021

2020-21 - 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	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	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	

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	

The number of students identified as retainees:

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

2020-21 - 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	354	359	412	425	1550
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	81	105	83	0	269
One or more suspensions	0	0	0	0	0	0	0	0	0	40	42	25	0	107
Course failure in ELA	0	0	0	0	0	0	0	0	0	107	147	107	78	439
Course failure in Math	0	0	0	0	0	0	0	0	0	107	147	107	78	439
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	48	46	49	62	205
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	1	1	50	72	124

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	97	114	96	40	347

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	9	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	60%	61%	-1%	55%	5%
Cohort Comparison						
10	2021					
	2019	57%	54%	3%	53%	4%
Cohort Comparison		-60%				

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
2021					
2019	58%	68%	-10%	67%	-9%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	72%	-1%	70%	1%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	42%	60%	-18%	61%	-19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	61%	-7%	57%	-3%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For ELA, we used STAR for progress monitoring data for grades 9-12.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	151/17%	179/20%	86/28%
	Economically Disadvantaged			
	Students With Disabilities	22/9%	26/4%	15/7%
	English Language Learners	5/0%	4/25%	1/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	148/16%	177/11%	137/9%
	Economically Disadvantaged			
	Students With Disabilities	27/7%	31/6%	28/4%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	138/29%	98/16%	54/9%
	Economically Disadvantaged			
	Students With Disabilities	22/9%	21/0%	15/0%
	English Language Learners	12/8%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	132/24%	138/14%	9/11%
	Economically Disadvantaged			
	Students With Disabilities	108/5%	118/4%	61/2%
	English Language Learners	35/0%	12/17%	2/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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
WHT	62	53	36	56	50	36	72	84		86	44
FRL	51	50	35	51	47	34	58	75		80	28

ESSA Data Review

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

ESSA Federal Index	
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
Asian Students	
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
Black/African American Students	
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
Hispanic Students	
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
Multiracial Students	
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
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the 2019 data, the growth for students with disabilities is significantly lower in overall ELA achievement, ELA learning gains, and ELA learning gains for the lowest quartile.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The ELA Lowest Quartile was our lowest performing area in 2018-2019 at 37%. Students with disabilities was 27%. In 2019, again the ELA Lowest Quartile was our lowest performing at 37%.
Students with disabilities dropped to 25%. This is a trend for Matanzas High School.

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

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. Also, about 30% of our students were remote learners, Instruction was not consistent for these students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

According to the 2019 data, Math showed the biggest improvement in both overall learning gains, which increased from 48%-52% and growth for the lowest quartile subgroup which increased from 35%-45%.

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

We added Edulastic as a progress monitoring tool. This program allows teachers to assign specific standard- based assignments and assessments to individual students. This data can guide teachers to give more targeted interventions to meet students' individual needs.

What strategies will need to be implemented in order to accelerate learning?

Edulastic can also be used to accelerate learning. This program allows teachers to assign specific standard- based assignments and assessments to individual students. This data can guide teachers to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

With the "Best Standards" being implemented, teachers will need training on how to implement these standards, along with how to remediate and accelerate learning. We will ask for assistance from our District Math Curriculum Specialists to assist with the rollout of the "Best Standards" and support teachers on instructional strategies to accelerate learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to use Edulastic. The teachers will receive continuous training on how to use the data and resources provided by this program to meet students' individual needs to ensure sustainability.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale:	With the implementation of the BEST standards, we feel this would be a perfect time to empower our teachers to be instructional leaders. We have identified teacher leaders to attend professional learning sessions on the BEST standards and bring the information back to their department. These teachers will give ongoing training and support throughout the year.
Measureable Outcome:	This will be measured by Florida State assessments.
Monitoring:	This Area of Focus will be monitored by lesson plan checks, classroom walkthroughs, and through progress monitoring assessments.
Person responsible for monitoring outcome:	Mandy Kraverotis (kraverotisa@flaglerschools.com)
Evidence-based Strategy:	During professional learning sessions facilitated by our teacher leaders, all departments have created an academic focus calendar outlining how their department will implement each of the six ELA expectations (EEs) one per month, including instruction and assessment strategies.
Rationale for Evidence-based Strategy:	Past practice at MHS has shown that when the entire school buys in to an uses a strategy school-wide, our results are positive. We feel the buy-in will be greater if information is delivered by our teacher leaders.

Action Steps to Implement

Step 1: Teacher leaders will attend district/state trainings on the BEST Standards.

Person Responsible	Mandy Kraverotis (kraverotisa@flaglerschools.com)

Step 2: Teacher leaders will train their departments on BEST standards and collaborate to create academic focus calendars that show how they will implement each month's ELA expectation.

Person Responsible	Castanheira Nicole (castanheiran@flaglerschools.com)

Step 3: Teacher leaders will provide monthly PL on the month's ELA expectation via faculty meetings, and after school PL offerings.

Person Responsible	Nancy Snell (snelln@flaglerschools.com)

Step 4: Teachers will focus on their monthly ELA expectation in the classroom, utilizing their monthly academic focus calendar to help steer them in the direction of proper instructional and assessment practices that are appropriate to that ELA expectation and their content area.

Person Responsible	Castanheira Nicole (castanheiran@flaglerschools.com)

Step 5: Teacher Leaders will provide ongoing support to their departments throughout the year.

Person Responsible Castanheira Nicole (castanheiran@flaglerschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	After reviewing the 2019 and the newest 2020/2021 data, the growth for students with disabilities is significantly lower in overall ELA achievement, ELA learning gains, and ELA learning gains for the lowest quartile.
Measureable Outcome:	It is our goal to increase the overall ELA achievement, ELA learning gains, and ELA learning gains for the lowest quartile for students with disabilities by 3%. This will be measured by the Florida State ELA assessment.
Monitoring:	Our area of focus will be monitored by lesson plan checks, classroom walkthroughs, and through progress monitoring assessments given through our reading series (HMH).
Person responsible for monitoring outcome:	Mandy Kraverotis (kraverotisa@flaglerschools.com)
Evidence-based Strategy:	The strategy being used for this Area of Focus is an ELA Expectation monthly focus calendar. This calendar outlines how each of the six ELA expectations, one per month, are being implemented during instruction. This calendar will serve as documentation, along with lesson plans, that implementation is occurring. The administrative team will monitor the fidelity through lesson plan checks and classroom walkthroughs.
Rationale for Evidence-based Strategy:	Past practice at MHS has shown that when the entire school buys in to an uses a strategy school-wide, our results are positive.

Action Steps to Implement

Step 1: Train content area teachers in the BEST Standards ELA Expectations (EEs).

Person Responsible Mandy Kraverotis (kraverotisa@flaglerschools.com)

Step 2: Departments will collaborate to create academic focus calendars that show how they will implement each month's ELA expectation.

Person Responsible Castanheira Nicole (castanheiran@flaglerschools.com)

Step 3: Provide monthly PL on the month's focus ELA expectation via faculty meetings, and after school PL offerings.

Person Responsible Nancy Snell (snelln@flaglerschools.com)

Step 4: Teachers will focus on their monthly ELA expectation in the classroom, utilizing their monthly academic focus calendar to help steer them in the direction of proper instructional and assessment practices that are appropriate to the ELA expectation and their content area.

Person Responsible Castanheira Nicole (castanheiran@flaglerschools.com)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	After reviewing the 2019 and the newest 2020/2021 data, we have identified a critical area of need in overall Math achievement and Math learning gains.
Measureable Outcome:	It is our goal to increase the overall Math achievement and Math learning gains by 3%. This will be measured by the Florida State Math assessment.
Monitoring:	Our area of focus will be monitored by lesson plan checks, classroom walkthroughs, and through progress monitoring assessments given through quarterly assessments and Edulastic.
Person responsible for monitoring outcome:	Mandy Kraverotis (kraverotisa@flaglerschools.com)
Evidence-based Strategy:	MHS will use District quarterly assessments and Edulastic as progress monitoring tools. The District quarterlies are standards based. Edulastic is a researched based program that allows teachers to assign lessons and assessments based on individual students needs.
Rationale for Evidence-based Strategy:	We chose this strategy because these strategies give specific data that can help teachers guide instruction and form small groups. This data also provides growth data, which helps teachers determine if students are making adequate progress.

Action Steps to Implement

Students will be given at least three progress monitoring assessments throughout the year. The data from these assessments will be analyzed and teachers will make instructional changes as needed.

Person Responsible	Castanheira Nicole (castanheiran@flaglerschools.com)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After analyzing the school data for Matanzas High School and comparing the data from SafeSchoolsforAlex.org, Matanzas High School has determined two areas of concern, one being primary and one being secondary. The first area of concern is truancy/skipping class. The secondary area of concern is the use of illegal substances on campus.

According to SafeSchoolsforAlex.org the 2019 data shows that Matanzas High School is at Moderate Risk for an Incident on campus. For every 100 students, 2.7 students have an incident on campus. Addressing tardiness and skipping class would be a focus area for 2021-22 school year.

According to SafeSchoolsforAlex.org the 2019 data shows out of every 100 students on campus 2.2 students received discipline for Drug/Public Order incidents. The 2020/21 data shows a slight increase due to the number of students who were brick and mortar compared to the 2019/2020 school year.

Matanzas High School has been recently selected as a PBIS Model school and continues to build a positive school culture. Student, faculty and staff have an oppurutnity to be nominated bi weekly for prizes donated from our community partners. The PBIS team has also initiated events such as eSports tournaments, which are invitations only based on discipline and attendance.

Matanzas High School has also worked with Flagler County Student and Community Engagement to address the use of illegal substances on campus. The Florida Department of Health has approved Vaping/Tobacco Prevention courses for students with a vaping/tobacco infraction/citation. This evidence-based curriculum teaches the harmful effects of tobacco and nicotine products and presents refusal skills, techniques to deal with peer pressure, and other decision making tools.

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.

The PBIS team will put interventions in place to proactively prevents 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Take Stock in Children Mentoring program- mentor students on a weekly basis. They assist students with planning for their future. They provide college scholarships for students.

Classroom to Careers- local business owners mentor students interested in related career fields.

College Visits- Local colleges and universities visit our campus on a regular basis to inform students on academic programs and scholarships.

AAMP- Provide African American students with a positive male role model.

The Education Foundation- provide educational resources, supplies, grant opportunities for teachers, and college scholarships for students.

Part V: Budget

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	$0.00

	Total:	$24,450.00