

Martin County School District

MARTIN COUNTY HIGH SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Every student will graduate college and career capable.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Janice Cizek

cizekj@martinschools.org

Position Title

Principal

Job Duties and Responsibilities

As Principal, I support the mission and vision outlined in the School Improvement Plan. I implement the structures to monitor instructional practices and student outcomes, providing all stakeholders with guidance, direction, and feedback. Adult and student learning are priorities. Professional learning is identified using student learning data, monitored, and followed through consistently and clearly. Student data will be the focus of all problem-solving and action-planning conversations. Also, the role of the Principal is to support a positive school climate that is safe, cooperative, and collaborative with all students, staff, and families. I also bolster the instructional leadership of all staff members

Leadership Team Member #2

Employee's Name

Josh Moberg

mobergj@martinschools.org

Position Title

Assistant Principal, Athletics

Job Duties and Responsibilities

The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of positive relationship building strategies, and develop strong partnerships with all stakeholders.

Leadership Team Member #3

Employee's Name

Danielle Farrell

Farreld@martinschools.org

Position Title

Assistant Principal, Assessment

Job Duties and Responsibilities

The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of positive relationship building strategies, and develop strong partnerships with all stakeholders.

Leadership Team Member #4

Employee's Name

Allysha Ramschad

Position Title

Assistant Principal, Curriculum

Job Duties and Responsibilities

The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the

established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of positive relationship building strategies, and develop strong partnerships with all stakeholders.

Leadership Team Member #5

Employee's Name

Rossana Mero

meror@martinschools.org

Position Title

Team Leader

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Leadership Team Member #6

Employee's Name

Marinka Stuvell

Position Title

Team Leader

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Leadership Team Member #7

Employee's Name

Richard LoSardo

Position Title

Team Leader

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students

and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Leadership Team Member #8

Employee's Name

Shaun Southwick

Position Title

Team Leader

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Leadership Team Member #9

Employee's Name

Kelly Croy

Position Title

Team Leader

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Leadership Team Member #10

Employee's Name

James Francke

Position Title

Team Leader

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Leadership Team Member #11

Employee's Name

Leigh Anne Pike

Position Title

Team Leader

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Leadership Team Member #12

Employee's Name

Susan Sawczak

Position Title

Academic Coordinator

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Leadership Team Member #13

Employee's Name

Erica Wozny

Position Title

Assistant Principal, Student Services

Job Duties and Responsibilities

The role of the assistant principal is to support the mission and vision set forth by the direction of the principal to ensure the leadership team and school are collaborating and following through with the established improvement plan. We provide instructional support, assist with data-based decisions, maintain effective communication, monitor the implementation of positive relationship building strategies, and develop strong partnerships with all stakeholders.

Leadership Team Member #14

Employee's Name

Matt Schaeffer

Position Title

Team Leader

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

Leadership Team Member #15

Employee's Name

John Schwenger

Position Title

Dean of Students

Job Duties and Responsibilities

The role of the Curriculum Leader is to support the mission and vision outlined in the School Improvement Plan. I contribute to the school climate, fostering positive relationships among students and staff, reinforcing instructional priorities, helping teachers to recognize what they know and their impact on student learning, and supporting teachers as they learn more and apply their knowledge.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

The development of the School Improvement Plan (SIP), in accordance with Section 1114(b)(2) of the Elementary and Secondary Education Act (ESEA), follows a structured process designed to ensure inclusive and meaningful stakeholder engagement. This process involves multiple opportunities for

input from diverse members of the school community, including students, parents, staff, and community representatives.

Stakeholder feedback is primarily gathered through the School Advisory Council (SAC) meetings, where representatives from each group contribute insights and recommendations. Additional input is solicited through leadership and team meetings, as well as through analysis of data collected from the 5Essentials Survey, which includes responses from students, parents, and staff.

To inform decision-making, both historical and projected school performance data are shared with stakeholders. Based on this feedback, the school collaboratively identifies and selects evidence-based strategies aimed at achieving the established goals for the upcoming academic year.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

To ensure the effective implementation of the School Improvement Plan (SIP), a comprehensive monitoring process will be employed. This process includes ongoing data analysis through regular assessments, progress reports, and classroom observations to evaluate student performance and identify areas requiring targeted support.

The School Advisory Council (SAC), composed of school leadership, instructional staff, and key stakeholders, will convene monthly to review collected data and assess the impact of the strategies outlined in the SIP. These meetings will serve as a forum for collaborative evaluation and strategic decision-making.

To promote continuous improvement, stakeholder feedback will be actively solicited through surveys and focus groups involving students, parents, families, and community members. This input will be instrumental in identifying challenges and informing necessary adjustments to the plan.

Based on data analysis and stakeholder contributions, the SAC will make informed, data-driven revisions to the SIP to address emerging needs and strengthen efforts to close achievement gaps and enhance student outcomes.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 9-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	38.2%
CHARTER SCHOOL	NO
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: B 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2025-26)

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
School Enrollment	559	535	477	482	2,053
Absent 10% or more school days	136	88	93	143	460
One or more suspensions	110	113	80	93	396
Course failure in English Language Arts (ELA)	13	16	12	17	58
Course failure in Math	4	5	13	6	28
Level 1 on statewide ELA assessment	119	97	59	88	363
Level 1 on statewide Algebra assessment	87	82	41	74	284

Current Year (2025-26)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	116	90	72	107	385

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days	80	120	165	247	612
One or more suspensions	107	152	108	59	426
Course failure in English Language Arts (ELA)	23	39	17	12	91
Course failure in Math	16	51	51	15	133
Level 1 on statewide ELA assessment	82	108	94	90	374
Level 1 on statewide Algebra assessment	62	88	69	50	269

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	86	146	123	121	476

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	2				2
Students retained two or more times	6	8	5	5	24

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	59	59	59	56	55	55	54	52	50
Grade 3 ELA Achievement									
ELA Learning Gains	57	56	58	50	54	57			
ELA Lowest 25th Percentile	57	55	56	49	52	55			
Math Achievement*	47	55	49	47	47	45	39	43	38
Math Learning Gains	43	49	47	48	46	47			
Math Lowest 25th Percentile	48	55	49	51	53	49			
Science Achievement	78	77	72	69	72	68	74	74	64
Social Studies Achievement*	75	77	75	63	67	71	68	69	66
Graduation Rate	96	96	92	93	93	90	90	94	89
Middle School Acceleration									
College and Career Acceleration	69	73	69	70	70	67	60	61	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	40	39	52	38	41	49	32	41	45

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	669
Total Components for the FPPI	11
Percent Tested	99%
Graduation Rate	96%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
61%	58%	61%	56%	52%		61%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	41%	No		
English Language Learners	43%	No		
Asian Students	85%	No		
Black/African American Students	51%	No		
Hispanic Students	53%	No		
Multiracial Students	72%	No		
White Students	69%	No		
Economically Disadvantaged Students	53%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
	All Students	59%	57%	57%	47%	43%	48%	78%	75%		96%	69%	40%
	Students With Disabilities	22%	39%	41%	18%	26%	33%	48%	51%		95%	33%	
	English Language Learners	19%	43%	40%	33%	42%	47%	50%	32%		90%	36%	40%
	Asian Students	78%	72%								100%	91%	
	Black/African American Students	36%	40%	46%	26%	44%	58%	70%	62%		100%	29%	
	Hispanic Students	47%	49%	47%	36%	40%	42%	68%	66%		92%	52%	41%
	Multiracial Students	56%	67%		65%	53%		84%	86%		100%	63%	
	White Students	67%	61%	68%	54%	44%	56%	84%	79%		98%	81%	
	Economically Disadvantaged Students	42%	50%	52%	36%	42%	43%	70%	66%		96%	51%	39%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRE
All Students	56%		50%	49%	47%	48%	51%	69%	63%		93%	70%	38%
Students With Disabilities	20%		35%	35%	20%	37%	50%	38%	43%		97%	33%	
English Language Learners	17%		36%	35%	12%	41%	53%	23%	18%		72%	51%	38%
Asian Students	72%		65%		60%			83%			100%	79%	
Black/African American Students	41%		57%	52%	29%	38%	47%	51%	46%		100%	35%	
Hispanic Students	47%		46%	48%	37%	50%	55%	58%	49%		82%	63%	38%
Multiracial Students	63%		55%		50%	46%		69%	73%		100%	67%	
White Students	61%		50%	47%	54%	48%	48%	75%	73%		97%	75%	
Economically Disadvantaged Students	45%		48%	46%	34%	44%	47%	59%	49%		88%	50%	41%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	54%				39%			74%	68%		90%	60%	32%
Students With Disabilities	29%				19%			48%	37%		86%	27%	
English Language Learners	13%				15%			31%	24%		71%	28%	43%
Asian Students	63%				64%						86%	100%	
Black/African American Students	27%				12%			71%	37%		80%	40%	
Hispanic Students	44%				25%			61%	52%		83%	39%	43%
Multiracial Students	46%				32%			68%	56%		100%	47%	
White Students	62%				51%			82%	80%		95%	72%	
Economically Disadvantaged Students	40%				25%			65%	50%		84%	41%	45%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	10	60%	57%	3%	58%	2%
ELA	9	57%	55%	2%	56%	1%
Biology		79%	76%	3%	71%	8%
Algebra		30%	66%	-36%	54%	-24%
Geometry		57%	59%	-2%	54%	3%
History		75%	75%	0%	71%	4%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		13%	16%	-3%	16%	-3%
Geometry		9%	36%	-27%	23%	-14%
Biology		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
History		* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		46%	45%	1%	29%	17%
Algebra		5%	11%	-6%	18%	-13%
Geometry		20%	39%	-19%	19%	1%
History		29%	45%	-16%	33%	-4%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The most improved data component was US History, with a 12% increase in proficiency. This improvement resulted from targeted interventions based on data including after-school tutoring and small group instruction, professional development for teachers, and curriculum enhancements. In addition we targeted more focused SWD and ELL support which resulted in a growth of 8 % for SWD and a 14% ELL students. These actions collectively contributed to better student performance in US History, demonstrating the effectiveness of the school's strategic approach to addressing weaknesses and fostering academic growth.

Lowest Performance

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

The data indicates that Math has shown the lowest performance in 2025 with a proficiency rate of 47% which is flat from last year. However; there were the following subgroup decreases: 5% in learning gains and 3% in L25. When zoomed in, our SWD decreased in all areas yet our ELL students showed an increase of 13% overall achievement, but decreased in learning gains and L25. While overall we were flat, we saw an increase in Algebra of 4% and Geometry of 2 %. This trend is in a positive direction, but we still need to work on curriculum adjustments, targeted interventions for struggling students, and enhanced instructional strategies to boost overall student performance in Mathematics.

Greatest Decline

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

In 2025, Mathematics recorded the lowest overall student performance at Martin County High School. A closer analysis reveals significant declines among key student subgroups, particularly in Algebra and Geometry.

- Students with 504 Plans experienced a 37% decrease in Algebra proficiency and a 20% decrease in Geometry.
- Hispanic/Latino students saw a 17% decline in Algebra and an 8% decline in Geometry.

These trends highlight the urgent need for targeted instructional support, differentiated interventions, and culturally responsive teaching strategies to address the specific needs of these student populations. Focused efforts will be essential to reverse the decline and ensure equitable access to high-quality math instruction for all learners.

Greatest Gap

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 greatest gap between Martin County High School and the state average in 2025 is in Algebra 1 proficiency, with a 20% difference. Contributing factors include a high percentage of students scoring at Level 1 and Level 2. Our year to year trends indicate an improvement. Addressing these issues requires targeted interventions to support low-performing students, and strategies to move Level 2 students to proficiency.

EWS Areas of Concern

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

The two potential areas of concern are:

High Absenteeism

- The total number of students absent 10% or more school days is 460 which is a decrease of 8.3% from 24/25.
- This is the highest single indicator across all grades, with a noticeable increase in in both 9th grade (136) and 12th grade (143)

High Number of Suspensions.

- The total number of students with one or more suspensions is 396 which is a slight decrease of 1.93% from 24/25.
- This is also a significant concern, particularly in Grade 9 and 10 which has 110 and 113 students respectively.

Highest Priorities

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

The highest priorities for school improvement in the upcoming school year are:

- recruitment and retention of staff
- increased student and teacher engagement and more opportunities for hands-on learning during math instruction and tutoring opportunities
- embedded AVID strategies schoolwide
- increased ELA proficiency of ELL students

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

A primary academic focus is to improve student proficiency in Algebra 1. This course serves as a foundational pillar in mathematics education, significantly influencing students' problem-solving abilities, academic confidence, and long-term success in higher-level math courses. Mastery of Algebra 1 is also critical for strong performance on standardized assessments and plays a key role in expanding future academic and career opportunities for students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

MCHS is committed to increasing Algebra 1 proficiency from 30% to 35% by the end of the 2025–2026 school year. While the school achieved a 4% gain in proficiency during the 2024–2025 school year, current performance remains 20 percentage points below the state average and represents the lowest proficiency rate in the district. This goal reflects a strategic effort to close the achievement gap and strengthen foundational math skills critical for student success in high school and beyond.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Professional Learning Communities (PLCs) will meet regularly to plan and discuss effective instructional strategies, with a strong emphasis on data-driven decision-making. These teams will analyze student performance data to inform instructional practices, identify areas for targeted support, and monitor progress toward academic goals. School administrators will actively participate in these meetings to provide guidance, ensure alignment with school-wide priorities, and support the implementation of identified strategies. District mathematics coaches are requested to participate and support these teams.

Person responsible for monitoring outcome

Erica Wonzy

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implement a co-teaching model in designated classrooms, pairing general education teachers with support facilitators to enhance instructional delivery and provide targeted support to diverse learners.

Rationale:

The integration of an additional certified teacher into the classroom enables the implementation of a true co-teaching model, rather than utilizing instructional staff solely in a support role. This approach allows for more effective differentiation, increased student engagement through hands-on learning activities, and greater instructional flexibility. With two certified educators collaboratively planning and delivering instruction, students benefit from multiple perspectives, targeted interventions, and a more personalized learning experience.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Training for teachers and administrators on IXL

Person Monitoring:

Erica Wonzy

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To support the improvement of Algebra 1 and Geometry instruction, all Algebra 1 and Geometry teachers will participate in targeted IXL training to prepare for effective classroom integration. This training will focus on leveraging IXL's diagnostic and instructional tools to personalize learning, monitor student progress, and reinforce key mathematical concepts. School administrators will receive IXL training during summer leadership sessions to ensure consistent implementation, alignment of instructional practices, and effective use of data for monitoring student growth. Ongoing oversight will be provided through Professional Learning Community (PLC) meetings and Principal-led classroom data reviews ("data digs"), where educators will evaluate usage patterns, student progress, and instructional impact to guide continuous improvement.

Action Step #2

Co-Facilitation training for teachers

Person Monitoring:**By When/Frequency:**

Janice Cizek

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MCHS began laying the foundation for a co-teaching model during the previous school year through initial training sessions. Building on that progress, co-teachers and general education teachers will continue their professional development during pre-planning days, with additional training opportunities scheduled throughout the academic year to deepen their collaborative instructional practices. To ensure fidelity of implementation and support continuous improvement, school administrators will conduct regular classroom walkthroughs focused on co-facilitation practices. These observations will help monitor the effectiveness of the model, provide timely feedback, and guide further professional learning as needed.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

MCHS is committed to improving English Language Arts (ELA) proficiency for English Language Learners (ELLs) and Students with Disabilities (SWDs). Targeted instructional strategies, differentiated supports, and data-informed interventions will be implemented to address the unique learning needs of these student groups. Progress will be monitored through formative assessments, benchmark data, and ongoing collaboration among general education teachers, ESE specialists, and ESOL support staff to ensure equitable access to high-quality instruction and improved academic outcomes.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

During the 2023–2024 school year, ELA proficiency among English Language Learners (ELLs) at MCHS was 16%. However, proficiency declined to 13% in the 2024–2025 school year, highlighting a critical area for targeted intervention.

The goal for the 2025–2026 school year is to increase the percentage of ELL students demonstrating proficiency on Progress Monitoring 3 (PM3) of the ELA FAST assessment from 13% to 21%. This 8-percentage-point gain will be pursued through focused instructional strategies, enhanced language supports, and ongoing data monitoring to ensure responsive and effective teaching practices.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To support the goal of increasing ELA proficiency among English Language Learners (ELLs), MCHS will implement a comprehensive progress monitoring system. This includes the use of:

- **Progress Monitoring Assessments (PM1, PM2, PM3)** from the ELA FAST assessment to track student growth throughout the year.
- **WIDA Assessments** to evaluate English language development and inform instructional planning.
- **Common Formative Assessments** developed and analyzed within Professional Learning Communities (PLCs) to guide instructional adjustments and targeted interventions.
- **IXL Data** to monitor individual student progress, identify skill gaps, and personalize learning pathways.

These tools will be used collectively to inform instruction, adjust supports, and ensure that interventions are responsive to student needs. Data will be reviewed regularly during PLC meetings and administrative data reviews to ensure alignment with school-wide goals and instructional priorities.

Person responsible for monitoring outcome

Allysha Ramsharan

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implement a co-teaching model in designated classrooms, pairing general education teachers with support facilitators to enhance instructional delivery and provide targeted support to diverse learners. Intentional support for English Language Learners (ELLs) will be provided through the strategic placement of ELL paraprofessionals in classrooms and use of "can do" descriptors to target specific ELL needs.

Rationale:

The integration of an additional certified teacher into the classroom enables the implementation of a true co-teaching model, rather than utilizing instructional staff solely in a support role. This approach allows for more effective differentiation, increased student engagement through hands-on learning activities, and greater instructional flexibility. With two certified educators collaboratively planning and delivering instruction, students benefit from multiple perspectives, targeted interventions, and a more personalized learning experience supported by the scaffolding of the "can do" descriptors for each ELL. ELL paraprofessionals will work closely with teachers and co-teaching teams to reinforce language development, scaffold instruction, and ensure that ELL students receive the targeted

support necessary to access grade-level content and build academic language proficiency.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Training for teachers and administrators on IXL

Person Monitoring:

Allysha Ramcharan

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To support the improvement of reading instruction, all reading, and ELA teachers teachers will participate in targeted IXL training to prepare for effective classroom integration. This training will focus on leveraging IXL's diagnostic and instructional tools to personalize learning, monitor student progress, and reinforce key mathematical concepts. School administrators will receive IXL training during summer leadership sessions to ensure consistent implementation, alignment of instructional practices, and effective use of data for monitoring student growth. Ongoing oversight will be provided through Professional Learning Community (PLC) meetings and Principal-led classroom data reviews ("data digs"), where administrators will evaluate usage patterns, student progress, and instructional impact to guide continuous improvement. A district ELL coach will be requested to support our training and intervention needs.

Action Step #2

Co-Facilitation training for teachers

Person Monitoring:

Allysha Ramcharan

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MCHS began laying the foundation for a co-teaching model during the previous school year through initial training sessions. Building on that progress, co-teachers and general education teachers will continue their professional development during pre-planning days, with additional training opportunities scheduled throughout the academic year to deepen their collaborative instructional practices. To ensure fidelity of implementation and support continuous improvement, school administrators will conduct regular classroom walkthroughs focused on co-facilitation practices. These observations will help monitor the effectiveness of the model, provide timely feedback, and guide further professional learning as needed.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Graduation/Acceleration specifically relating to Acceleration

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

MCHS is committed to increasing academic rigor and expanding access to Career and Technical Education (CTE) certification opportunities for all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Increase our CCA points from 70% to 80% for the Class of 2026.

All AVID students will have an academic plan

All 9th - 11th grade students will have a college career readiness plan.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

School counselors will oversee the development and ongoing monitoring of students' College and Career Acceleration (CCA) progress through the implementation of individualized Readiness and AVID Academic Plans. These plans will guide course selection, track CCA point accumulation, and ensure alignment with students' postsecondary goals.

In addition, College and Career course instructors will be responsible for monitoring students' progress toward successful completion of their coursework and industry certification exams. This collaborative approach ensures that all students receive the guidance and support needed to meet key college and career readiness benchmarks.

Person responsible for monitoring outcome

Josh Moberg, Susan Sawczak, and Janice Cizek

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To ensure equitable access to postsecondary opportunities, MCHS will implement AVID and CCA Plans.

Rationale:

The CCA plans will outline each student's pathway to earning at least one CCA point by graduation,

including course selections, certification opportunities, and academic goals. The AVID plans will track rigorous course enrollment, GPA goals, college readiness activities, and progress toward postsecondary success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Develop individualized AVID academic plan for all AVID students.

Rationale:

School counselors will be better equipped to guide students toward appropriate course selections that align with their academic and career goals. These plans will not only support intentional scheduling but also help students build the capacity to engage in more rigorous coursework. As a result, students will be better prepared for postsecondary success through increased exposure to advanced academic opportunities and career-aligned pathways.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Develop CCA pathway plans for all 9th - 11th grade students

Person Monitoring:

Janice Cizek

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The CCA plans will outline each student's pathway to earning at least one CCA point by graduation, including course selections, certification opportunities, and academic goals. The AVID plans will track rigorous course enrollment, GPA goals, college readiness activities, and progress toward postsecondary success.

Action Step #2

Develop individualized AVID academic plan for all AVID students.

Person Monitoring:

Susan Sawczak & Janice Cizek

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

School counselors will be better equipped to guide students toward appropriate course selections that align with their academic and career goals. These plans will not only support intentional scheduling but also help students build the capacity to engage in more rigorous coursework. As a result, students will be better prepared for postsecondary success through increased exposure to advanced academic opportunities and career-aligned pathways.

Action Step #3

Data-Driven Support for Senior College and Career Readiness.

Person Monitoring:

Josh Moberg

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

College and Career teachers will utilize data tools and progress monitoring systems to track student performance and readiness for graduation and postsecondary pathways. Enhanced data access and reporting will allow College and Career teachers to identify students needing additional support, provide timely interventions, and ensure that all seniors are on track to meet college and career readiness benchmarks.

IV. Positive Learning Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The goal is to cultivate a positive and collaborative school culture among all staff members by promoting open communication, mutual respect, and teamwork. This will be demonstrated through active participation in Collaborative Action Teams, staff surveys, and a measurable increase in teacher retention for the 2026–2027 school year.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the academic year, the school aims to achieve a measurable increase in staff satisfaction and engagement. This will be assessed through anonymous pre- and post-surveys, with a target of at least 50% of staff reporting improved experiences in collaboration and workplace culture.

Additionally, the school will strive for a 50% increase in teacher retention for the 2026–2027 academic year, reflecting a positive shift in staff morale and commitment to the school community.

Monitoring

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

how ongoing monitoring will impact student achievement outcomes.

To support the achievement of the staff relationship goal, regular feedback sessions will be conducted throughout the academic year. These sessions will provide staff members with structured opportunities to share their perspectives, voice concerns, and offer suggestions for fostering a more collaborative and supportive work environment.

In addition, data from anonymous staff surveys will be collected and analyzed on a quarterly basis to monitor progress toward the goal. This ongoing analysis will help identify trends, celebrate successes, and pinpoint areas for improvement.

Based on the feedback and data collected, the improvement plan will be reviewed and adjusted as needed to ensure alignment with staff needs and to maintain momentum toward building a cohesive and thriving school culture.

Person responsible for monitoring outcome

Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Facilitate Regular Team Meetings: Establish consistent opportunities for staff to engage in open dialogue, share ideas, and collaboratively address challenges, fostering a culture of transparency and mutual support. Celebrate Collaborative Successes: Publicly recognize and highlight effective teamwork and successful joint initiatives to reinforce the value of collaboration and inspire continued collective efforts. Implement a Staff Recognition Program: Develop a structured system to acknowledge and celebrate individual and team achievements, promoting a positive work environment and boosting staff morale.

Rationale:

High levels of teacher morale and retention are directly linked to the delivery of high-quality, engaging instruction. When educators feel valued, supported, and committed to their school community, they are more likely to invest in innovative teaching practices and foster meaningful student learning experiences.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Celebrations

Person Monitoring:

Principal

By When/Frequency:

Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To foster a culture of appreciation and strengthen staff morale, the following initiatives will be implemented: Monthly Staff and Teacher Spotlight: Each month, one staff member and one teacher will be recognized for their contributions, leadership, and positive impact on the school community. Honorees will be celebrated through school-wide announcements, newsletters, and a dedicated recognition board. Teacher-to-Teacher Shout-Outs: A system will be established to encourage peer recognition, allowing teachers to acknowledge and celebrate each other's efforts. Shout-outs may be shared during staff meetings, posted in common areas, or featured in internal communications. Door Badges Highlighting Staff Expertise: Personalized door badges will be created to showcase each staff member's unique skills, certifications, and professional experiences. This initiative not only honors individual accomplishments but also promotes a culture of respect and collaboration by making expertise visible and accessible.

Action Step #2

Team Building

Person Monitoring:

Principal

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To foster a positive and connected school culture, monthly staff events will be organized to provide opportunities for team-building, relaxation, and fun. These events will encourage camaraderie, boost morale, and strengthen relationships among staff members.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

To ensure transparent and comprehensive dissemination of the School Improvement Plan (SIP), and Schoolwide Plan (SWP), MCHS will implement a multi-tiered communication strategy designed to engage all stakeholders.

- **Digital Communication:** Summaries of the SIP, and SWP will be shared through Thrillshare and the MCHS newsletter, reaching students, families, staff, school leadership, and community partners.
- **School Advisory Council (SAC) Meetings:** These documents will be formally presented and discussed during SAC meetings, providing stakeholders with opportunities to ask questions, offer feedback, and engage in meaningful dialogue.
- **Online Access:** The school's website (<https://www.martinschools.org/o/mchs/>) and official social media platforms will be used to post regular updates, progress reports, and accessible summaries to reach a broader audience.
- **Language Accessibility:** To ensure inclusivity, SIP goals and key components will be translated into the primary languages spoken within the school community and presented in a parent-friendly format.

This comprehensive approach is designed to keep all stakeholders informed, involved, and aligned with the school's continuous improvement efforts.

The schools website is <https://www.martinschools.org/o/mchs/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

At our school, we are committed to cultivating positive and collaborative relationships with parents, families, and community stakeholders to support our mission and meet the diverse needs of our students.

To ensure consistent and transparent communication, we will utilize multiple channels—including Thrillshare, email, newsletters, social media, and our school website—to keep families informed about student progress, upcoming events, and school initiatives.

We will host regular parent-teacher conferences, family engagement nights, and community events designed to foster open dialogue and strengthen the partnership between home and school. Additionally, we will provide meaningful opportunities for parents and community members to engage in school decision-making through advisory committees and volunteer programs.

Through these efforts, we aim to create a welcoming, inclusive environment where every stakeholder feels valued, heard, and connected to our school community.

<https://www.martinschools.org/o/mchs/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

With the support of the Martin County School District, Martin County High School is committed to implementing MCSD's Cultural Expectations for Instruction to enhance teaching and learning across campus. This initiative includes:

- **The Principal's Classroom:** A dedicated space for ongoing, consistent, and high-quality professional learning aligned with the School Improvement Plan (SIP), fostering instructional

growth and collaboration.

- **Classroom Walkthroughs:** Regular walkthroughs using a consistent and common language for instruction, providing timely and constructive feedback to support teacher development and instructional excellence.
- **Collaborative Planning:** Common planning time facilitated through Professional Learning Communities (PLCs), promoting shared ownership of student success and alignment of instructional strategies.
- **Data-Driven Instruction:** Easy access to student performance data, with structured data chats every 4½ weeks to guide instructional decisions and ensure targeted support for all learners.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Martin County High School is committed to preparing students for success beyond graduation by aligning our educational programs with local Career and Technical Education (CTE) pathways. These programs provide students with the opportunity to gain industry-recognized skills and certifications that equip them for high-demand careers.

Through strong partnerships with local businesses and industry leaders, our CTE offerings remain relevant and responsive to the evolving needs of the job market. These collaborations ensure that students are not only learning essential technical skills but are also gaining real-world insights and experiences that enhance their readiness for the workforce.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

We are dedicated to fostering the emotional and psychological well-being of all students. We ensure access to comprehensive counseling and school-based mental health services that address a wide range of student needs, promoting resilience, self-awareness, and overall wellness.

For students facing unique challenges, specialized support services provide tailored interventions designed to help them thrive academically, socially, and emotionally. Additionally, our mentoring programs connect students with positive role models who guide them in personal development, goal-setting, and navigating life's challenges.

Through these supports, we aim to create a nurturing environment where every student feels seen, supported, and empowered to succeed.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

We are dedicated to equipping students with the knowledge, skills, and experiences necessary for success in college, careers, and beyond. Our robust Career and Technical Education (CTE) programs offer hands-on learning opportunities and industry-recognized certifications that prepare students for high-demand fields.

We expand access to advanced academic opportunities through dual enrollment and the Cambridge Advanced International Certificate of Education (AICE) program, allowing students to earn college credits while still in high school.

To further support career readiness, we provide students with real-world exposure through internships, job shadowing, and partnerships with local businesses and industry leaders. These

experiences help students explore career pathways, develop professional skills, and make informed decisions about their futures.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our school implements a comprehensive, schoolwide tiered model to prevent and address problem behaviors, fostering a safe and supportive learning environment for all students. At the core of this model is the use of Positive Behavioral Interventions and Supports (PBIS), which promotes a positive school climate through proactive strategies and consistent expectations.

We coordinate early intervening services with activities under the Individuals with Disabilities Education Act (IDEA) to ensure that students receive timely, appropriate support. This includes conducting behavioral assessments, implementing targeted interventions, and engaging in ongoing progress monitoring to meet students' individual needs effectively.

Through these efforts, we aim to create a school culture where all students feel supported, respected, and empowered to succeed.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

We prioritize ongoing professional learning for teachers, paraprofessionals, and school personnel to enhance instructional practices and the effective use of academic assessment data. Our professional development offerings include workshops, instructional coaching, and collaborative planning sessions, with a focus on high-need subject areas and evidence-based strategies.

To attract and retain high-quality educators, we implement targeted recruitment and retention strategies, such as mentorship programs for new staff, professional growth opportunities, and incentives that support long-term career development. These efforts ensure that every student benefits from skilled, supported, and committed educators.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V),

ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00