2013-2014 SCHOOL IMPROVEMENT PLAN

South Fork High School
10000 SW BULLDOG WAY
Stuart, FL 34997
772-219-1840
sfhs.sbmc.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	40%

Alternative/ESE Center	Charter School	Minority Rate
No	No	36%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
South Fork High School

Principal
David Hall

School Advisory Council chair
Stephanie Jacobs

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dave Hall	Principal
Andrew Connolly	Assistant Principal
Ebony Jarrett	Assistant Principal
Charlie Moody	Assistant Principal
Tim Tharp	Assistant Principal
Pat Phillips	Media Specialist
Barb Anderson	Teacher
Sam Elliott	Teacher
Kelly George	IB/AP Coordinator
Doug Konopelko	Teacher
Cheri Peck	Teacher
Marcia Sohar	Teacher
Julie Gebhardt	Intervention Problem Solving Coach
Jeremy Himelberger	Teacher
Donna Dolan	Teacher
Jessica Kolibas	Teacher
Marilyn Southwick	Teacher
Nicole Smith	Teacher

District-Level Information

District
Martin

Superintendent
Mrs. Laurie Gaylord

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

NAME ETHNICITY GROUP
Dave Hall W Administrator
Sam Elliott W Teacher
Lauren Case B Teacher
Holly J. Matthews W Parent
Alice Frost W Parent
Ramona Delgadillo H Student
Angel Quinonez, Jr. H Student
Stephenie Jacobs W Teacher
Beth Long W Parent
Diane Spencer W Parent
Colleen Thomas W Parent
Liz Snyder W Community member
Noris Diaz H Parent
Shalini Jakhete A Parent

Involvement of the SAC in the development of the SIP

SAC is actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget.

Activities of the SAC for the upcoming school year

• Participate in Common Core State Standards Awareness Training
• Support Professional Development Opportunities
• React to student data by providing intervention/improvement suggestions
• Approve finances for professional development activities and student achievement incentive opportunities, and web applications for use in classrooms

Projected use of school improvement funds, including the amount allocated to each project

Student Field Trips 865.00
Professional Conferences 2,000.00
Marzano's 41 high probability strategies Program 500.00
Student Response Systems 2,000.00
Materials FCAT Testmaker update 2,000.00
Technology Apps 2,000.00
Computer aided instruction Enginuity materials 2,500.00
Instructional materials to prepare for FCAT 2.0 6,000.00
Indiantown Outreach Program 200.00
Hardware 2,000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

David Hall		
Principal	Years as Administrator: 12	Years at Current School: 3

Credentials	Degrees: B.A., Biology; MS., Botany Certifications: School Principal, Biology, Chemistry, Reading (Endorsed)
Performance Record	Principal of SFHS 2012-2013 School Grade: TBD High Performing Qualifying in Reading: N High Performing Qualifying in Math: N Writing Target Met: N % Scoring Satisfactory in Reading: 68 % Scoring Satisfactory in Math: 76 Learning Gains Progress Met for the Lowest 25% in Reading: Y Learning Gains Progress Met for the Lowest 25% in Math: Y Met Target AMO Reading: YES Met Target AMO Math: YES Principal of SFHS 2011-2012 School Grade: A % Meeting High Standards in Reading: 66 % Meeting High Standards in Math: 70 % Meeting High Standards in Writing: 87 % Meeting High Standards in Science: NA % Making Learning Gains in Reading: 70 % Making Learning Gains in Math: 63 % of Lowest 25% Making Learning Gains in Reading: 73 % of Lowest 25% Making Learning Gains in Math: 58 Met Target AMO Reading: Yes Met Target AMO Math: Yes Principal of SFHS in 2010-2011: School Grade: B % Meeting High Standards in Reading: 55 % Meeting High Standards in Math: 88 % Meeting High Standards in Writing: 81 % Meeting High Standards in Science: 48 % Making Learning Gains in Reading: 47 % Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 34 % of Lowest 25% Making Learning Gains in Math: 67 AYP: Did not make AYP White, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in reading. Hispanic did not make AYP in math.

Tim Tharpe		
Asst Principal	Years as Administrator: 8	Years at Current School: 2

Credentials	Degrees: BA, Physical Education/Health; MS, Health, Leisure and Sports/Physical Education; Educational Specialist Degree Certifications: Physical Education/Health (K-12) Educational Leadership
Performance Record	Assistant Principal of SFHS 2012-2013 School Grade: TBD High Performing Qualifying in Reading: N High Performing Qualifying in Math: N Writing Target Met: N % Scoring Satisfactory in Reading: 68 % Scoring Satisfactory in Math: 76 Learning Gains Progress Met for the Lowest 25% in Reading: Y Learning Gains Progress Met for the Lowest 25% in Math: Y Met Target AMO Reading: YES Met Target AMO Math: YES Assistant Principal of SFHS 2011-2012 School Grade: A % Meeting High Standards in Reading: 66 % Meeting High Standards in Math: 70 % Meeting High Standards in Writing: 87 % Meeting High Standards in Science: NA % Making Learning Gains in Reading: 70 % Making Learning Gains in Math: 63 % of Lowest 25% Making Learning Gains in Reading: 73 % of Lowest 25% Making Learning Gains in Math: 58 Met Target AMO Reading: Yes Met Target AMO Math: Yes Assistant Principal of SFHS in 2010-2011: School Grade: B % Meeting High Standards in Reading: 55 % Meeting High Standards in Math: 88 % Meeting High Standards in Writing: 81 % Meeting High Standards in Science: 48 % Making Learning Gains in Reading: 47 % Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 34 % of Lowest 25% Making Learning Gains in Math: 67 AYP: Did not make AYP White, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in reading. Hispanic did not make AYP in math.

Andrew Connolly		
Asst Principal	Years as Administrator: 3	Years at Current School: 7

Credentials	Degrees: B.A., English Education; M.A., Educational Leadership Certifications: English 6-12; Educational Leadership
Performance Record	Assistant Principal of SFHS 2012-2013 School Grade: TBD High Performing Qualifying in Reading: N High Performing Qualifying in Math: N Writing Target Met: N % Scoring Satisfactory in Reading: 68 % Scoring Satisfactory in Math: 76 Learning Gains Progress Met for the Lowest 25% in Reading: Y Learning Gains Progress Met for the Lowest 25% in Math: Y Met Target AMO Reading: YES Met Target AMO Math: YES Assistant Principal of SFHS 2011-2012 School Grade: A % Meeting High Standards in Reading: 66 % Meeting High Standards in Math: 70 % Meeting High Standards in Writing: 87 % Meeting High Standards in Science: NA % Making Learning Gains in Reading: 70 % Making Learning Gains in Math: 63 % of Lowest 25% Making Learning Gains in Reading: 73 % of Lowest 25% Making Learning Gains in Math: 58 Met Target AMO Reading: Yes Met Target AMO Math: Yes Assistant Principal of SFHS in 2010-2011: School Grade: B % Meeting High Standards in Reading: 55 % Meeting High Standards in Math: 88 % Meeting High Standards in Writing: 81 % Meeting High Standards in Science: 48 % Making Learning Gains in Reading: 47 % Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 34 % of Lowest 25% Making Learning Gains in Math: 67 AYP: Did not make AYP White, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in reading. Hispanic did not make AYP in math.

Ebony Jarrett		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	Degrees: BS-English Language Arts Education M.Ed-Educational Leadership Certifications: English Language Arts Education 6-12 Educational Leadership K-12 Endorsements: Gifted Reading English Language Learners
Performance Record	Teacher JBHS: SY 2011-2012: Grade "A". Reading Mastery 73%, Math Mastery 82%, Writing Mastery 92%, Reading Learning Gains 73%, Math Learning Gains 83%, Reading Learning Gains for Lowest 25% is 71%, Math Learning Gains for Lowest 25% is 77%. SY 2010-2011: Grade "B". Reading Mastery 73%, Math Mastery 90%, Writing Mastery 94%, Science Mastery 68%, Reading Learning Gains 62%, Math Learning Gains 82%, Reading Learning Gains for Lowest 25% is 44%, Math Learning Gains for Lowest 25% is 78%. SY 2009-2010: "A" rated school. Reading Mastery 68%, Math Mastery 91%, Writing Mastery 92%, Science Mastery 65%, Reading Learning Gains 61%, Math Learning Gains 80%, Reading Learning Gains for Lowest 25% is 51%, Math Learning Gains for Lowest 25% is 74%.

Arthur Charles Moody		
Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	Degrees: B.A., Political Science; M.A., Educational Leadership Certifications: Ed Leadership, Social Science
Performance Record	Assistant Principal of SFHS 2012-2013 School Grade: TBD High Performing Qualifying in Reading: N High Performing Qualifying in Math: N Writing Target Met: N % Scoring Satisfactory in Reading: 68 % Scoring Satisfactory in Math: 76 Learning Gains Progress Met for the Lowest 25% in Reading: Y Learning Gains Progress Met for the Lowest 25% in Math: Y Met Target AMO Reading: YES Met Target AMO Math: YES Assistant Principal of SFHS 2011-2012 School Grade: A % Meeting High Standards in Reading: 66 % Meeting High Standards in Math: 70 % Meeting High Standards in Writing: 87 % Meeting High Standards in Science: NA % Making Learning Gains in Reading: 70 % Making Learning Gains in Math: 63 % of Lowest 25% Making Learning Gains in Reading: 73 % of Lowest 25% Making Learning Gains in Math: 58 Met Target AMO Reading: Yes Met Target AMO Math: Yes Assistant Principal of SFHS in 2010-2011: School Grade: B % Meeting High Standards in Reading: 55 % Meeting High Standards in Math: 88 % Meeting High Standards in Writing: 81 % Meeting High Standards in Science: 48 % Making Learning Gains in Reading: 47 % Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 34 % of Lowest 25% Making Learning Gains in Math: 67 AYP: Did not make AYP White, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in reading.

Hispanic did not make AYP in math.
Hispanic did not make AYP in math.

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Edwina Hutson		
Full-time / School-based	Years as Coach: 5	Years at Current School: 5

Areas	Reading/Literacy
Credentials	Degrees: B.S., Marketing Management; M.A., Education; M.Ed., Reading Certifications: English 5-9, English 6-12, Reading K-12, ESOL K-12, ESE K-12
Performance Record	Literacy Coach of SFHS 2012-2013 School Grade: TBD High Performing Qualifying in Reading: N High Performing Qualifying in Math: N Writing Target Met: N % Scoring Satisfactory in Reading: 68 % Scoring Satisfactory in Math: 76 Learning Gains Progress Met for the Lowest 25% in Reading: Y Learning Gains Progress Met for the Lowest 25% in Math: Y Met Target AMO Reading: YES Met Target AMO Math: YES Reading Coach of SFHS 2011-2012 School Grade: A % Meeting High Standards in Reading: 66 % Meeting High Standards in Math: 70 % Meeting High Standards in Writing: 87 % Meeting High Standards in Science: NA % Making Learning Gains in Reading: 70 % Making Learning Gains in Math: 63 % of Lowest 25% Making Learning Gains in Reading: 73 % of Lowest 25% Making Learning Gains in Math: 58 Reading Coach, SFHS in 20010-2011: School Grade: B % Meeting High Standards in Reading: 55 % Meeting High Standards in Math: 88 % Meeting High Standards in Writing: 81 % Meeting High Standards in Science: 48 % Making Learning Gains in Reading: 47 % Making Learning Gains in Math: 79 % of Lowest 25% Making Learning Gains in Reading: 34 % of Lowest 25% Making Learning Gains in Math: 67 AYP: Did not make AYP White, Hispanic, Economically Disadvantaged, and English Language Learners did not make AYP in reading. Hispanic did not make AYP in math.

Camille Aloi		
Part-time / School-based	Years as Coach: 2	Years at Current School: 2

Areas	RtI/MTSS
Credentials	Degrees: Master of Science (M.S.) – Educational Leadership & Supervision Master of Science in Education (M.S.Ed.)- Reading Bachelor of Science (B.S.) – Communication/Public Relations & Advertising Associate in Applied Science (A.A.S.) – Business/Personnel Administration Certification: Business Education, (grades 6 - 12) Educational Leadership, (all Levels) Elementary Education, (grades K - 6) English For Speakers Of Other Languages (esol), Endorsement Marketing, (grades 6 - 12) Reading, (grades K - 12) Social Science, (grades 6 - 12)
Performance Record	Response to Intervention Coach of SFHS 2012-2013 School Grade: TBD High Performing Qualifying in Reading: N High Performing Qualifying in Math: N Writing Target Met: N % Scoring Satisfactory in Reading: 68 % Scoring Satisfactory in Math: 76 Learning Gains Progress Met for the Lowest 25% in Reading: Y Learning Gains Progress Met for the Lowest 25% in Math: Y Met Target AMO Reading: YES Met Target AMO Math: YES Response to Intervention Coach of SFHS 2011-2012 School Grade: A % Meeting High Standards in Reading: 66 % Meeting High Standards in Math: 70 % Meeting High Standards in Writing: 87 % Meeting High Standards in Science: NA % Making Learning Gains in Reading: 70 % Making Learning Gains in Math: 63 % of Lowest 25% Making Learning Gains in Reading: 73 % of Lowest 25% Making Learning Gains in Math: 58

Classroom Teachers

# of classroom teachers
99

 # receiving effective rating or higher
99, 100%

 # Highly Qualified Teachers
99%

 # certified in-field

98, 99%

 # ESOL endorsed

69, 70%

 # reading endorsed

33, 33%

 # with advanced degrees

47, 47%

 # National Board Certified

8, 8%

 # first-year teachers

3, 3%

 # with 1-5 years of experience

15, 15%

 # with 6-14 years of experience

38, 38%

 # with 15 or more years of experience

43, 43%

Education Paraprofessionals

# of paraprofessionals

11

 # Highly Qualified

11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

• Review on-line applications
• Identify certified applicants
• Interview applicants meeting qualifications for position
• Call at least 3 references
• Provide new teacher support/mentoring program
• Provide on-going support and direction
• Supervise instruction and provide positive and constructive feedback

• Provide/encourage training opportunities for Reading Endorsement, CAR-PD, and ELL Endorsement

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All teachers who are new to SFHS receive a mentor teacher. The mentor is a veteran teacher who teaches the same subject area.

Teachers received a new teacher handbook that was designed to help them with the transition to SFHS policies, procedures, and expectations. There are monthly meetings lead by the Instructional Team Leaders and the Assistant Principal of ESE. The meetings cover a variety of topics to include: Lesson planning, classroom management, iObservation, CCSS, Dealing with Parents, and other topics relevant to our profession. Beginning teachers will have the opportunity to observe master teachers in the classroom with a follow up discussion to guide their thinking and understanding of the process.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The RtI Leadership Team meets with the School Advisory Council (SAC) and principal to help develop the SIP. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RtI Leadership team is a multi-disciplinary team of school professionals who meet on a monthly basis to address teachers' concerns about struggling students and to help design intervention plans. The purpose of the team is to be an effective problem-solving group that:
• Assesses teachers' concerns about student academic and/or behavioral difficulties.
• Identifies student strengths, interests and talents.
• Reviews baseline data that has been collected.
• Sets projected outcomes and methods for measuring progress.
• Designs specific intervention plans.
• Reviews and monitors intervention plans.
• Develops a plan to communicate plan/results with student's parents.
Dave Hall, Principal
Andrew Connolly, Assistant Principal
Ebony Jarrett, Assistant Principal
Charlie Moody, Assistant Principal
Edwina Hutson, Reading Coach
Camille Aloi, RtI Coach

Jen Nixon, Teacher
Amy Whitesell, Guidance Counselor
Mary Saxenmeyer, Guidance Counselor
Kathleen Jordan, Guidance Counselor
Eileen Small, Guidance Counselor
Julie Gebhardt, ESE Team Leader

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

SFHS has adopted the Positive Behavior Support System and uses the RtIB data management system to gather discipline and behavior data. Attendance and student academic performance is collected by the data contact on the RtI committee. With the use of Pinnacle, the data contact identifies students with grades of 70 or below as often as determined by need. Students will be identified within tiers and the same data elements will be used to exit students from tier 2 or tier 3.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Progress Monitoring Recording Network (PMRN) is utilized to monitor Florida Assessment for Instruction in reading (FAIR) data.
• Performance Matters is utilized to monitor Benchmark, FCAT, and SAT data.
• RtIB is utilized to monitor behavior data.
• Excel spreadsheets are utilized to chart/graph student responses to interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

All staff members received an MTSS/RtI Gap Analysis and Data Collection workshop. The RtI team will receive additional training and will work with the district RtI contact and RtI coach. The RtI team will provide additional professional development throughout the year as it becomes available through district resources and as needed. Ongoing support will be offered through individual conferencing with both students and teachers who are involved with MTSS

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 5,400

ELL small group tutoring before school daily focusing on students current classroom assignments.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Pinnacle is monitored for participating students, Cella results are analyzed.

Who is responsible for monitoring implementation of this strategy?

ELL cooridnator

Strategy: Before or After School Program

Minutes added to school year: 2,160

NHS PEER Tutoring focusing on students current classroom assignments. Available Mondays after school.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

attendance sheets are collected

Who is responsible for monitoring implementation of this strategy?

Terri Smith, Lucy Tello

Strategy: Summer Program
Minutes added to school year: 2,400

JROTC Area 3-Camp All American and Camp Recondo. Training conducted were Rappelling, High & Low Ropes, Land Navigation, Survival, Swim Test and Water Operations.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Cadet Performance Evaluation

Who is responsible for monitoring implementation of this strategy?

LTC James Daly

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dave Hall	Principal
Andrew Connolly	Assistant Principal
Ebony Jarrett	Assistant Principal
Edwina Hutson	Literacy Coach
Patricia Phillips	Media Specialist
Teri Smith	Teacher
Marcia Sohar	Teacher
Paulina Alvayay	Teacher
Jackie Townsend	Teacher
Belinda Benner	Teacher
Christina Robles	Teacher
Lucinda Swinehart	Teacher
Jessica Kolibas	Teacher
Linda Pelli	Teacher

How the school-based LLT functions

The Leadership team meets monthly to discuss trends and strategies for improving the teaching and learning process at South Fork High School.

Major initiatives of the LLT

The major initiatives of the LLT team this year will be to focus on a plan to align teaching to Common Core Standards. We will be continuing our outreach to our Western Zone families as well as expanding a similar program in Hobe Sound.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers, regardless of subject areas, are responsible for implementing the Reading Instructional Focus Calendar (IFC), with each benchmark being assessed in Reading, Social Studies, English, and elective classes. Daily bell ringers are planned in all classrooms to introduce, teach, assess, and reteach benchmarks.
Opportunities for Reading Endorsement coursework (CAR-PD) will continue to be strongly encouraged for all teachers not already reading endorsed or certified. CTE teachers are NG CARPD trained. The Reading Coach will be assigned to work with content area teachers to evaluate instructional materials, and address student results from Benchmark assessments.
All teachers will be trained in Marzano's 41 high probability strategies which lead to effective learning.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Extensive training has occurred with regard to rigorous and relevant instruction. Daily objectives and Essential Questions are presented at the same cognitive complexity level of the benchmarks as identified in the item specifications to reinforce standards. All teachers utilize a common board configuration to post their instructional focus strategy for students, and explain the purpose for learning the skill. Semester lesson maps have been developed for each course and are accessible to all teachers on the common drive and organized by grade level.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Course selection is based on teacher recommendations, high school graduation requirements, and student achievement data.
Students declare a major area of study in eighth grade with the help of their guidance counselor. These majors are used as a guide for students as they plan their course work. Guidance helps students evaluate and reassess that choice yearly. With the flexibility available in the high school schedule, students can adjust course selections.

Strategies for improving student readiness for the public postsecondary level

Review of the High School Feedback Report indicate that additional attention needs to be placed on providing students with assistance in preparing for and applying for college entrance exams (SAT, ACT, CPT). During the second semester, SFHS offers Math for College Success and Reading for College Success to seniors who scored below the CPT cut-off score. We offer CPT testing in November and April. We place an emphasis on encouraging our students to enroll in higher level classes such as Dual Enrollment, Advanced Placement, and IB. Guidance counselors conduct a Bright Futures registration pull-out session once per semester to ensure that all students register for Bright Futures. We will increase enrollment in SAT prep courses. Student athletes are given the opportunity to participate in a Saturday ACT prep course. Students are also advised by their guidance counselors on the SAT and ACT programs and when and how to register and follow-up after scores are received.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	68%	Yes	69%
American Indian				
Asian	85%	84%	No	87%
Black/African American	45%	44%	No	51%
Hispanic	47%	44%	No	52%
White	73%	80%	Yes	76%
English language learners	27%	30%	Yes	34%
Students with disabilities	35%	34%	No	42%
Economically disadvantaged	48%	50%	Yes	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	24%	27%
Students scoring at or above Achievement Level 4	212	44%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		32%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	987	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	982	67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	18	72%	77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	16	64%	69%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	52%	57%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	400	69%	72%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	485	59%	62%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		70%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	76%	Yes	68%
American Indian				
Asian				
Black/African American	51%	66%	Yes	56%
Hispanic	62%	68%	Yes	66%
White	68%	79%	Yes	71%
English language learners	56%	59%	Yes	60%
Students with disabilities	59%	41%	No	63%
Economically disadvantaged	58%	69%	Yes	63%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		41%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		41%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	160	68%	68%
Students in lowest 25% making learning gains (EOC)	149	67%	68%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	400	59%	62%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	148	53%	56%
Students scoring at or above Achievement Level 4	25	9%	12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	39%	42%
Students scoring at or above Achievement Level 4	66	21%	24%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	156	36%	39%
Students scoring at or above Achievement Level 4	169	39%	42%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	3	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	1330	72%	75%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		75%	78%
Students taking one or more advanced placement exams for STEM-related courses	1174	64%	67%
CTE-STEM program concentrators	43		46
Students taking CTE-STEM industry certification exams	8	1%	2%
Passing rate (%) for students who take CTE-STEM industry certification exams		75%	78%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	192	10%	13%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	118	61%	64%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	156	81%	84%
Passing rate (%) for students who take CTE industry certification exams		72%	75%
CTE program concentrators	133	69%	72%
CTE teachers holding appropriate industry certifications	9	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	135	7%	4%
Students in ninth grade with one or more absences within the first 20 days	22	5%	4%
Students in ninth grade who fail two or more courses in any subject	35	8%	5%
Students with grade point average less than 2.0	239	13%	10%
Students who fail to progress on-time to tenth grade	31	6%	4%
Students who receive two or more behavior referrals	259	14%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	267	13%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	7	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	400	87%	89%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	45	65%	67%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	432	88%	90%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The total number of hours in volunteer service will equal more than twice the number of students enrolled in the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parent volunteers	245	13%	16%
Number of volunteer hours	7000	na%	na%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The percent of all students scoring level 3 and/or higher on the FCAT 2.0 Reading Exam, and the percent of all students in each subgroup making AYP will increase to meet target AMO percentages.

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOC's and the percent of all students in each subgroup making AYP will increase to meet targeted AMO percentages

G3. Increase the percentage of students scoring a level three or higher on the Bioloy EOC

G4. Increase percentage of students achieving level 3.5 or higher in writing

G5. Increase participation in On-the-Job Training program for the purpose of increasing students' subject knowledge and as an introduction into good workplace procedures and habits.

G6. Study the impact that technology use and cooperative learning will have on student attitudes towards science, student learning gains, and interest in STEM-related careers

Goals Detail

G1. The percent of all students scoring level 3 and/or higher on the FCAT 2.0 Reading Exam, and the percent of all students in each subgroup making AYP will increase to meet target AMO percentages.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Parental Involvement

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

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

- School wide wifi, Bring Your Own Device opportunities for student and teachers.

Targeted Barriers to Achieving the Goal

- Low levels of student engagement

- Ambiguous student learning goals

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards

- poor academic performance for Q1 students

- Overrepresentation of excessive absences in our Western Zone student population

Plan to Monitor Progress Toward the Goal

iObservation reports will be analyzed; Administrator/Teacher conferences regarding observed classroom practices; Professional development will be planned to address needs on an ongoing basis;Benchmark results will be scrutinized in data teams

Person or Persons Responsible
Administration; Literacy Coach; Teachers

Target Dates or Schedule:
quarterly

Evidence of Completion:
Students increased FCAT 2.0 Reading scores and content area progress as determined by learning scales

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOC's and the percent of all students in each subgroup making AYP will increase to meet targeted AMO percentages

Targets Supported

- Math (High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Parental Involvement

- EWS

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Teachers will be working in collaborative teams to assess student groups and determine standards based essential learnings and strategies to achieve the success of those essential learnings per course and grade level. Collaborative teams will work to create common assessments, both summative and formative, to progress monitor and intervene when students either need enrichment or interventions. Differentiated instruction professional development for new teachers and those who need it. District-wide unpacking of common core state standards in all content areas. Computer based benchmark exams. School wide wifi, Bring Your Own Device opportunities for student and teachers.

Targeted Barriers to Achieving the Goal

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards

- Student weak areas as identified by the Performance Matters, benchmark testing, and mini assessments

- Students not passing the EOC on the first try

Plan to Monitor Progress Toward the Goal

iObservation reports will be analyzed; Administrator/Teacher conferences regarding observed classroom practices; Professional development will be planned to address needs on an ongoing basis;Benchmark results will be scrutinized in data teams

Person or Persons Responsible
Administration; Team Leaders; Teachers

Target Dates or Schedule:
ongoing

Evidence of Completion:
Students increased test scores and content area progress as determined by learning scales

G3. Increase the percentage of students scoring a level three or higher on the Bioloy EOC

Targets Supported
- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - High School

Resources Available to Support the Goal
- Continued Professional Learning Communities through subject area teams; seasoned Science Fair Coordinator. School wide wifi, Bring Your Own Device opportunities for student and teachers.

Targeted Barriers to Achieving the Goal
- Insufficient lab opportunities tied to higher rigor/relevance and Common Core State Standards

- Weak content knowledge

- Low degree of self- efficacy when facing challenging tasks

Plan to Monitor Progress Toward the Goal

Performance Matters Progress monitoring of data including Biology benchmark assessments;⌷⌷⌷⌷
Review data from data teams based on teacher made pre-post assessments ⌷

Person or Persons Responsible
Instructional Staff; Team Leaders; Administrators;

Target Dates or Schedule:
ongoing

Evidence of Completion:
Biology EOC scores and students increased content area progress as determined by learning scales

G4. Increase percentage of students achieving level 3.5 or higher in writing

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

Resources Available to Support the Goal
- Use of extended writing prompts across the curriculum to provide on-going practice in writing; Use of FCAT Writing rubric to evaluate assignments; School wide wifi, Bring Your Own Device opportunities for student and teachers.

Targeted Barriers to Achieving the Goal
- Poor writing skills

- Poor sentence structure, grammar, usage

- Students not seeing relevance of instruction

Plan to Monitor Progress Toward the Goal

Monitor monthly writing prompts and provide PD as needed

Person or Persons Responsible
Administration; Literacy Coach

Target Dates or Schedule:
ongoing

Evidence of Completion:
At least 62% of students will score a 3.5 or higher on the Florida Comprehensive Writing Assessment Test 2.0

G5. Increase participation in On-the-Job Training program for the purpose of increasing students' subject knowledge and as an introduction into good workplace procedures and habits.

Targets Supported

- STEM

- STEM - High School

- CTE

- EWS

- EWS - High School

- EWS - Graduation

Resources Available to Support the Goal

- Teachers will be working in collaborative teams to assess student groups and determine standards based essential learnings and strategies to achieve the success of those essential learnings per course and grade level. Collaborative teams will work to create common assessments, both summative and formative, to progress monitor and intervene when students either need enrichment or interventions. Differentiated instruction professional development for new teachers and those who need it. District-wide unpacking of common core state standards in all content areas. Computer based benchmark exams. School wide wifi, Bring your own Device opportunities for student and teachers.

Targeted Barriers to Achieving the Goal

- Q1 students unable to participate in CTE program due to insufficient credits, and intensive course load

Plan to Monitor Progress Toward the Goal

Q1 students participating in CTE programs

Person or Persons Responsible
Administration; Guidance

Target Dates or Schedule:
each semester

Evidence of Completion:
Increase number of Q1 students in CTE program

G6. Study the impact that technology use and cooperative learning will have on student attitudes towards science, student learning gains, and interest in STEM-related careers

Targets Supported

- Reading ()
- Writing
- Math ()
- STEM
- STEM - High School
- CTE

Resources Available to Support the Goal

- Teachers will be working in collaborative teams to assess student groups and determine standards based essential learnings and strategies to achieve the success of those essential learnings per course and grade level., Collaborative teams will work to create common assessments, both summative and formative, to progress monitor and intervene when students either need enrichment or interventions. , Differentiated instruction professional development for new teachers and those who need it. District-wide unpacking of common core state standards in all content areas. Computer based benchmark exams. School wide wifi, Bring your own Device opportunities for student and teachers.

Targeted Barriers to Achieving the Goal

- Weak content knowledge

Plan to Monitor Progress Toward the Goal

Analyze student performance data

Person or Persons Responsible
Administration; Team Leaders

Target Dates or Schedule:
ongoing

Evidence of Completion:
Student EOC Biology scores; content area progress as determined by learning scales

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. The percent of all students scoring level 3 and/or higher on the FCAT 2.0 Reading Exam, and the percent of all students in each subgroup making AYP will increase to meet target AMO percentages.

G1.B1 Low levels of student engagement

G1.B1.S1 Utilize strategies learned in Marzano, Ruby Payne, RtI, PBS, and CRISS across the curriculum

Action Step 1

On-going training for teachers on the use of applications, mobile devices, and flipping the classroom

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

monthly

Evidence of Completion

Attendance roster

Facilitator:

Digital Learning Community Leader

Participants:

Instructional Staff

Action Step 2

CTE program providing meaning, relevance and experience in deeply contextualized learning of subject matter: using jigsaw, concept maps, learning scales, and Venn diagrams to increase reading comprehension

Person or Persons Responsible

CTE teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

Action Step 3

Facilitators will coteach in reading, mathematics, and science classes, utilizing Marzano's high yield strategies, and small group instruction

Person or Persons Responsible

Facilitators

Target Dates or Schedule

daily

Evidence of Completion

Student's response to learning opportunities

Action Step 4

Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, Benchmark assessments, FCAT scores

Facilitator:

Reading Coach; Assistant Principal; Team Leaders

Participants:

Teachers

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

PLC's to discuss implementation of best practices; Design PD around needs of staff for all barriers

Person or Persons Responsible

Administration; Team Leaders; Literacy Coach; Teachers; Facilitators

Target Dates or Schedule

ongoing

Evidence of Completion

Meeting agendas and notes

Plan to Monitor Effectiveness of G1.B1.S1

Classroom observations should show evidence of engaged learners

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans reflecting common instructional strategies; Pinnacle reports; FCAT 2.0

G1.B5 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards

G1.B5.S1 Unwrapping 10 Anchor Standards in reading for use across the curriculum; CCSS PD

Action Step 1

Data driven instruction

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

FCAT Testmaker results

Action Step 2

Utilize evidence based preparation materials to ready students for FCAT 2.0

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans; Benchmark data; AMO results

Action Step 3

Needs based PD for collaborative teams focusing on essential skills; break down top ten reading strategies; make a learning scale for use in each subject area

Person or Persons Responsible

Administration; Team Leaders

Target Dates or Schedule

ongoing

Evidence of Completion

Learning scale results, meeting notes

Facilitator:

Team Leaders; Literacy Coach

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Needs based PD for collaborative teams focusing on essential skills

Person or Persons Responsible

Administration; Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

PD attendance roster; Lesson plans

Plan to Monitor Effectiveness of G1.B5.S1

Student response to learning opportunities

Person or Persons Responsible

Instructional Staff; Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Pinnacle reports; FCAT 2.0 Reading results

G1.B9 poor academic performance for Q1 students

G1.B9.S1 Identify and monitor Q1 students; provide additional support in the classroom, before school, and after school; provide incentive field trips

Action Step 1

Incentive field trips for Q1 students

Person or Persons Responsible

Teachers

Target Dates or Schedule

three times a year

Evidence of Completion

Field trip roster

Action Step 2

Utilize Edgenuity to allow students to recover credits

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Credits earned

Action Step 3

After-school reading tutoring

Person or Persons Responsible

Teacher

Target Dates or Schedule

2 days a week

Evidence of Completion

mini assessments

Plan to Monitor Fidelity of Implementation of G1.B9.S1

LLT will monitor and discuss progress of Q1 students

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

monthly

Evidence of Completion

LLT agenda

Plan to Monitor Effectiveness of G1.B9.S1

Q1 subgroup having less than 10% absences, and increased AYP percentages

Person or Persons Responsible

Student Services; Teachers; Administration

Target Dates or Schedule

ongoing

Evidence of Completion

AMO percentages; attendance data

G1.B12 Overrepresentation of excessive absences in our Western Zone student population

G1.B12.S1 The Western Zone Task Force will continue to meet with stakeholders in Indiantown to discuss and monitor concerns; Provide bus to Western Zone to transport students to all home football games to promote student/school connection

Action Step 1

Parent/Teacher conferences in Indiantown; Guest speakers to acquaint parents with school resources and policies; attendance monitoring

Person or Persons Responsible

Teachers; Literacy Leadership Team; Administration; Support Staff

Target Dates or Schedule

ongoing

Evidence of Completion

conference rosters; attendance reports

Plan to Monitor Fidelity of Implementation of G1.B12.S1

LLT discuss and revise outreach efforts

Person or Persons Responsible

LLT

Target Dates or Schedule

ongoing

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G1.B12.S1

Analyze school performance of Western Zone students

Person or Persons Responsible

Student Services; Administration; Literacy Leadership Team

Target Dates or Schedule

quarterly

Evidence of Completion

Correlate conference data, attendance data, and state assessment data with Western Zone students

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOC's and the percent of all students in each subgroup making AYP will increase to meet targeted AMO percentages

G2.B1 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards

G2.B1.S1 Unwrapping 10 Anchor Standards in reading for use across the curriculum; CCSS PD

Action Step 1

Break down top ten reading strategies, make a scale for use in each subject area

Person or Persons Responsible

Administration, Team Leaders

Target Dates or Schedule

ongoing

Evidence of Completion

scale results, meeting notes

Facilitator:

Team Leaders

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Needs based PD for collaborative teams focusing on essential skills

Person or Persons Responsible

Administration; Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

PD attendance roster; Lesson plans

Plan to Monitor Effectiveness of G2.B1.S1

Student response to learning opportunities

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Pinnacle reports; EOC results

G2.B2 Student weak areas as identified by the Performance Matters, benchmark testing, and mini assessments

G2.B2.S1 IFCs will be adjusted as the year progresses to allow assessments to guide instruction. Special focus will be given areas of weakness as identified by benchmark testing; Teachers organize students to interact with new knowledge, chunk content into digestible bites, preview, process, elaborate on new information, and reflect on learning

Action Step 1

Teacher/student data chats after each benchmark test administration to disseminate individual benchmark performance

Person or Persons Responsible

Teachers

Target Dates or Schedule

after Benchmarks

Evidence of Completion

student awareness of strengths and weaknesses in subject area

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Data teams will meet monthly to analyze assessment results and adjust IFCs

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

meeting notes; IFC

Plan to Monitor Effectiveness of G2.B2.S1

Student response to learning opportunities

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Pinnacle; Lesson plans; Performance Matters Data

G2.B3 Students not passing the EOC on the first try

G2.B3.S1 EOC Biology remediation; preparation sessions before school

Action Step 1

Before/after school math tutoring

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

mini assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S1

attendance rosters will be checked; student progress will be monitored

Person or Persons Responsible

teacher

Target Dates or Schedule

before school

Evidence of Completion

Lesson plans; mini assessment results

Plan to Monitor Effectiveness of G2.B3.S1

Teachers lessons are standards based and incorporate Common Core State Standards

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

EOC retake scores

G3. Increase the percentage of students scoring a level three or higher on the Bioloy EOC

G3.B1 Insufficient lab opportunities tied to higher rigor/relevance and Common Core State Standards

G3.B1.S1 Teachers coordinate lab opportunities by sharing classroom computers; stagger computer lab assignment to make the best use of resources

Action Step 1

Identify and consistently implement four labs that meet the standards identified in CCSS

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Pinnacle reports; Lab results

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Discuss, review, and adjust process

Person or Persons Responsible

Biology Teachers

Target Dates or Schedule

as needed

Evidence of Completion

Meeting minutes and attendance roster

Plan to Monitor Effectiveness of G3.B1.S1

Desegregate and discuss learning outcomes

Person or Persons Responsible

Teachers; Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Performance Matters reports; Biology EOC scores

G3.B2 Weak content knowledge

G3.B2.S1 Require research- based instructional strategies for specific subgroups: Marzano's 41 high yield strategies,Think Alouds, concept mapping, holistic grading, inquiry approach and cooperative learning

Action Step 1

Collect Common Core lessons; analyze learning scales

Person or Persons Responsible

Teachers; Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans

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

Discuss best practices

Person or Persons Responsible

PLC'S

Target Dates or Schedule

ongoing

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of G3.B2.S1

Student response to learning opportunities

Person or Persons Responsible

Teachers; Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Pinnacle reports; EOC results

G3.B3 Low degree of self- efficacy when facing challenging tasks

G3.B3.S1 Organize students to interact with new knowledge Chunk content into "digestible bites" Have student record, elaborate, and represent new knowledge

Action Step 1

Identify student weakness; Review Performance data;

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Review student work samples; Classroom observations; Student participation and engagement

Person or Persons Responsible

Teachers; Administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Student work samples; iObservation conferences

Plan to Monitor Effectiveness of G3.B3.S1

student response to learning opportunity

Person or Persons Responsible

Teachers; Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Biology EOC results

G4. Increase percentage of students achieving level 3.5 or higher in writing

G4.B1 Poor writing skills

G4.B1.S1 Continue the use of extended writing prompts across the curriculum to provide on-going practice in writing; use FCAT Writing rubric to evaluate assignments

Action Step 1

Analyze 2013 FCAT 2.0 writing samples to identify areas for improvement; conference with students throughout the writing process, modeling effective writing strategies

Person or Persons Responsible

Classroom teachers; PLC's

Target Dates or Schedule

ongoing

Evidence of Completion

student writing samples and scales

Facilitator:

Team Leaders

Participants:

Instructional Staff

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

Share writing samples during data team meetings and provide share best practices to improve writing samples

Person or Persons Responsible

data teams

Target Dates or Schedule

ongoing

Evidence of Completion

meeting notes

Plan to Monitor Effectiveness of G4.B1.S1

student writing proficiency evidenced on monthly writing prompts

Person or Persons Responsible

Administration

Target Dates or Schedule

monthly

Evidence of Completion

2014 FCAT Comprehensive Writing Assessment 2.0

G4.B3 Students not seeing relevance of instruction

G4.B3.S1 Use Technology to enhance written communication; Implement Bring Your Own Device (BYOD);

Action Step 1

Ensure WIFI is robust enough to meet student needs.

Person or Persons Responsible

Digital Learning Pilot Team (DLPT); Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

iSupport incident management report

Action Step 2

Conduct monthly PD based on instructional needs survey.

Person or Persons Responsible

Digital Learning Pilot Team (DLPT); Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

PD attendance roster

Action Step 3

Utilize technology to produce, publish, and update writing products, linking to other information and displaying information flexibly and dynamically.

Person or Persons Responsible

Digital Learning Pilot Team (DLPT); Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

PD attendance; student learning scales

Facilitator:

Digital Learning Pilot Team

Participants:

Instructional Staff

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

Discuss and review progress

Person or Persons Responsible

Digital Learning Community Leader

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in roster

Plan to Monitor Effectiveness of G4.B3.S1

Student response to learning opportunities.

Person or Persons Responsible

Team Leaders; Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Comprehensive Writing Assessment 2.0; FCAT 2.0 Reading Exam

G5. Increase participation in On-the-Job Training program for the purpose of increasing students' subject knowledge and as an introduction into good workplace procedures and habits.

G5.B1 Q1 students unable to participate in CTE program due to insufficient credits, and intensive course load

G5.B1.S1 Increase Q1 students academic success

Action Step 1

Provide after school Edgenuity opportunities to make up credits

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Recovered credits summary

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Progress towards completion of course work

Person or Persons Responsible

Instructor

Target Dates or Schedule

ongoing

Evidence of Completion

Edgenuity reports

Plan to Monitor Effectiveness of G5.B1.S1

monitor Q1 progress

Person or Persons Responsible

guidance

Target Dates or Schedule

ongoing

Evidence of Completion

Q1 student response to learning opportunity

G6. Study the impact that technology use and cooperative learning will have on student attitudes towards science, student learning gains, and interest in STEM-related careers

G6.B1 Weak content knowledge

G6.B1.S1 Utilize technology to investigate relationships in scientific theory

Action Step 1

Attend conferences to enhance teaching

Person or Persons Responsible

Instructional Staff

Target Dates or Schedule

as needed

Evidence of Completion

Attendance documentation

Plan to Monitor Fidelity of Implementation of G6.B1.S1

request funding from SAC

Person or Persons Responsible

Instructional staff

Target Dates or Schedule

as needed

Evidence of Completion

SAC meeting minutes

Plan to Monitor Effectiveness of G6.B1.S1

share outcomes with peers

Person or Persons Responsible

Teachers

Target Dates or Schedule

as needed

Evidence of Completion

ERO log

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

South Fork High School coordinates and integrates all federal, state, and local programs that impact the school:
• Implements research-based resources funded by federal and local funds.
• School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
• Input from feeder middle schools is obtained by the school and is included in the transition plan.
• Partnerships are established.
• With coordination and scheduling of instructional programs.
• With implementation of parent information programs.
• Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The percent of all students scoring level 3 and/or higher on the FCAT 2.0 Reading Exam, and the percent of all students in each subgroup making AYP will increase to meet target AMO percentages.

G1.B1 Low levels of student engagement

G1.B1.S1 Utilize strategies learned in Marzano, Ruby Payne, RtI, PBS, and CRISS across the curriculum

PD Opportunity 1

On-going training for teachers on the use of applications, mobile devices, and flipping the classroom

Facilitator

Digital Learning Community Leader

Participants

Instructional Staff

Target Dates or Schedule

monthly

Evidence of Completion

Attendance roster

PD Opportunity 2

Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse

Facilitator

Reading Coach; Assistant Principal; Team Leaders

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans, Benchmark assessments, FCAT scores

G1.B5 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards

G1.B5.S1 Unwrapping 10 Anchor Standards in reading for use across the curriculum; CCSS PD

PD Opportunity 1

Needs based PD for collaborative teams focusing on essential skills; break down top ten reading strategies; make a learning scale for use in each subject area

Facilitator

Team Leaders; Literacy Coach

Participants

Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

Learning scale results, meeting notes

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOC's and the percent of all students in each subgroup making AYP will increase to meet targeted AMO percentages

G2.B1 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards

G2.B1.S1 Unwrapping 10 Anchor Standards in reading for use across the curriculum; CCSS PD

PD Opportunity 1

Break down top ten reading strategies, make a scale for use in each subject area

Facilitator

Team Leaders

Participants

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

scale results, meeting notes

G4. Increase percentage of students achieving level 3.5 or higher in writing

G4.B1 Poor writing skills

G4.B1.S1 Continue the use of extended writing prompts across the curriculum to provide on-going practice in writing; use FCAT Writing rubric to evaluate assignments

PD Opportunity 1

Analyze 2013 FCAT 2.0 writing samples to identify areas for improvement; conference with students throughout the writing process, modeling effective writing strategies

Facilitator

Team Leaders

Participants

Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

student writing samples and scales

G4.B3 Students not seeing relevance of instruction

G4.B3.S1 Use Technology to enhance written communication; Implement Bring Your Own Device (BYOD);

PD Opportunity 1

Utilize technology to produce, publish, and update writing products, linking to other information and displaying information flexibly and dynamically.

Facilitator

Digital Learning Pilot Team

Participants

Instructional Staff

Target Dates or Schedule

ongoing

Evidence of Completion

PD attendance; student learning scales

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percent of all students scoring level 3 and/or higher on the FCAT 2.0 Reading Exam, and the percent of all students in each subgroup making AYP will increase to meet target AMO percentages.	$17,000
G2.	The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOC's and the percent of all students in each subgroup making AYP will increase to meet targeted AMO percentages	$1,000
G4.	Increase percentage of students achieving level 3.5 or higher in writing	$2,000
G6.	Study the impact that technology use and cooperative learning will have on student attitudes towards science, student learning gains, and interest in STEM-related careers	$2,000
	Total	$22,000

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Technology	Evidence-Based Program	Professional Development	Evidence-Based Materials	Total
SAC	$1,000	$0	$4,000	$4,500	$2,000	$6,500	$18,000
SIA	$0	$4,000	$0	$0	$0	$0	$4,000
Total	$1,000	$4,000	$4,000	$4,500	$2,000	$6,500	$22,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The percent of all students scoring level 3 and/or higher on the FCAT 2.0 Reading Exam, and the percent of all students in each subgroup making AYP will increase to meet target AMO percentages.

G1.B1 Low levels of student engagement

G1.B1.S1 Utilize strategies learned in Marzano, Ruby Payne, RtI, PBS, and CRISS across the curriculum

Action Step 1

On-going training for teachers on the use of applications, mobile devices, and flipping the classroom

Resource Type

Technology

Resource

Student Response Systems

Funding Source

SAC

Amount Needed

$2,000

G1.B5 Lack of familiarity and comfort level of essential skills and knowledge associated with the Common Core State Standards

G1.B5.S1 Unwrapping 10 Anchor Standards in reading for use across the curriculum; CCSS PD

Action Step 1

Data driven instruction

Resource Type

Evidence-Based Program

Resource

FCAT testmaker

Funding Source

SAC

Amount Needed

$2,000

Action Step 2

Utilize evidence based preparation materials to ready students for FCAT 2.0

Resource Type

Evidence-Based Materials

Resource

Instructional materials

Funding Source

SAC

Amount Needed

$6,000

Action Step 3

Needs based PD for collaborative teams focusing on essential skills; break down top ten reading strategies; make a learning scale for use in each subject area

Resource Type

Evidence-Based Materials

Resource

program materials

Funding Source

SAC

Amount Needed

$500

G1.B9 poor academic performance for Q1 students

G1.B9.S1 Identify and monitor Q1 students; provide additional support in the classroom, before school, and after school; provide incentive field trips

Action Step 1

Incentive field trips for Q1 students

Resource Type

Other

Resource

Field Trips

Funding Source

SAC

Amount Needed

$800

Action Step 2

Utilize Edgenuity to allow students to recover credits

Resource Type

Evidence-Based Program

Resource

Computer aided instruction

Funding Source

SAC

Amount Needed

$2,500

Action Step 3

After-school reading tutoring

Resource Type

Personnel

Resource

Tutors

Funding Source

SIA

Amount Needed

$3,000

G1.B12 Overrepresentation of excessive absences in our Western Zone student population

G1.B12.S1 The Western Zone Task Force will continue to meet with stakeholders in Indiantown to discuss and monitor concerns; Provide bus to Western Zone to transport students to all home football games to promote student/school connection

Action Step 1

Parent/Teacher conferences in Indiantown; Guest speakers to acquaint parents with school resources and policies; attendance monitoring

Resource Type

Other

Resource

Funding Source

SAC

Amount Needed

$200

G2. The percent of all students scoring at level 3 and/or higher on the Algebra and Geometry EOC's and the percent of all students in each subgroup making AYP will increase to meet targeted AMO percentages

G2.B3 Students not passing the EOC on the first try

G2.B3.S1 EOC Biology remediation; preparation sessions before school

Action Step 1

Before/after school math tutoring

Resource Type

Personnel

Resource

Tutor

Funding Source

SIA

Amount Needed

$1,000

G4. Increase percentage of students achieving level 3.5 or higher in writing

G4.B3 Students not seeing relevance of instruction

G4.B3.S1 Use Technology to enhance written communication; Implement Bring Your Own Device (BYOD);

Action Step 3

Utilize technology to produce, publish, and update writing products, linking to other information and displaying information flexibly and dynamically.

Resource Type

Technology

Resource

Tech Apps

Funding Source

SAC

Amount Needed

$2,000

G6. Study the impact that technology use and cooperative learning will have on student attitudes towards science, student learning gains, and interest in STEM-related careers

G6.B1 Weak content knowledge

G6.B1.S1 Utilize technology to investigate relationships in scientific theory

Action Step 1

Attend conferences to enhance teaching

Resource Type

Professional Development

Resource

Academic Conferences

Funding Source

SAC

Amount Needed

$2,000