

South Fork High School

10000 SW BULLDOG WAY, Stuart, FL 34997

sfhs.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

South Fork High School seeks to prepare young men and women from diverse backgrounds to develop intellectually, morally, and physically; to move into higher education with competence and confidence.

We strive to instill in our students a strong sense of social responsibility and the ability to communicate and contribute in an increasingly global community.

Provide the school's vision statement

South Fork High School provides a safe environment for a diverse community of students to become lifelong learners through a rigorous academic curriculum.

School Environment

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

At South Fork High School, there are several ways we learn about our students' cultures as well as building relationships between teachers and students. Led by an experienced and committed ELL department, we strive to make connections with student's families and their communities. We have an outreach program in the Indiantown and Hobe Sound communities where faculty and administration attend parent conferences and establish relationships with our students and their families. By creating links between our school and our families, we are also able to enrich lessons and learning opportunities in the classroom. Understanding their backgrounds, home life and culture helps us to reach students who need added support. We have implemented mentoring programs where faculty members make connections with our students to determine what needs they have. In addition, we are able to meet our incoming freshmen at our Open House and Freshmen Orientation. We also use software programs such as FOCUS (data warehouse) and Sunshine Connections (PEER) to help us best meet the needs of our diverse student population. Last, we offer a wide range of extra-curricular activities, clubs, JROTC and sports where relationships are developed between our students, teachers, coaches and advisers.

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

A safe and secure learning environment at South Fork has been established through guidelines identified in our Student Handbook as well as the county's District Code of Conduct. By having only one entry and exit road to campus, we are able to control who enters campus. Our security checkpoint and staff at our school's entrance examines any guest upon entry. Once on campus, all students and guests have a single entry point, which is located via the front office. All visitors must be background checked and have a visible guest pass. In addition, all faculty and staff must properly display their identification badges at all times. Before, during, and after school there is a high visibility of administration, our School Resource Officer, security staff, faculty and support staff. We have a duty plan where this presence can be seen at all locations throughout the school during all times of the day, including passing time between classes. When students arrive at school in the mornings, they have various places they may go, such as the media center and resource rooms for ELL and ESE students and there is a comprehensive plan in place to assure their supervision. After school, all

students have constant supervision until they leave campus. Video cameras across campus also help ensure the safety of our students at all times.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The main objective during instructional time is to focus on student individual learning styles in order to keep students engaged. Extensive teacher training has occurred with regard to rigorous and relevant instruction and addressing all learning styles. If students are engaged and teachers have done preliminary plans exercising appropriate strategies, this minimizes any negative behavioral distractions. Protocols have been established and conveyed to all students through the Student Handbook and District Code of Conduct which address behavioral expectations and consequences; these protocols assure fair and consistent enforcement. Additionally, controlled outside interruptions are kept at a minimum and occur during instructional time only when absolutely necessary, for example: announcements, personnel and/or student transitions.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

South Fork offers a wide array of services to meet the many needs of our students, including their social and emotional needs. We offer counseling services, as needed, to both our general education students and our students with disabilities through Tykes and Teens, which is a non-profit agency based in Palm City, Florida that is dedicated to supporting and strengthening our community through quality prevention, education and social-emotional healing services for children and their families. For students who may be experiencing severe psychological or emotional crisis, our district also offers crisis counseling. Grief counseling is offered through the Treasure Coast Hospice counselors. Our ESE department is constantly monitoring our students with disabilities with Check In/Out and Check and Connect programs to meet their individual needs based on their IEP or 504 plan. Through our Response to Intervention (RtI) program and Multi-Tiered System of Supports (MTSS), we are able to identify students with academic issues while also addressing their social and emotional needs. As mentioned previously, South Fork also offers teacher-student mentoring as well as student-student mentoring through our International Baccalaureate (IB) program. We also offer course offerings in Study Skills for our ESE and ASD student population as well as a Parenting class for teen parents. Last, our ELL department offers a strong support system for our students with language barriers.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

For our school's early warning system, we have several methods in place to continually monitor our early warning indicators listed below. Our Attendance Committee Professional Learning Community (PLC) will track the attendance of students to be sure student attendance rates do not fall below 90%, regardless of excused absences or OSS. Our school's Assistant Principal and Dean of Student Services will oversee our in-school and out-of-school suspension rates while analyzing the reasons for the suspensions to determine the best strategies to prevent future suspensions. Our bottom quartile students, including Level 1 students on the statewide, standardized assessment in ELA or mathematics, are continually tracked to monitor their improvement. Through our MTSS committee, we look for patterns in attendance, discipline and academic indicators. This school year, we have also implemented ninth and twelfth grade intervention teams to keep track of students who meet the criteria for at-risk students. Data analysis of test results, benchmark exams, and formative

assessments provides our school with additional indicators for students who need added support. We also generate course failure reports, which warn us of students who are failing ELA, mathematics, or any other subject required for graduation.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	29	66	37	51	183
One or more suspensions	14	36	32	25	107
Course failure in ELA or Math	0	27	23	15	65
Level 1 on statewide assessment	83	67	48	30	228

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

Indicator	Grade Level	Total
	10	
Students exhibiting two or more indicators	33	33

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

- For our students who are identified by our early warning system, we have the following intervention strategies in place to improve their academic achievement:
- After school tutoring for Level 1 Students on FCAT/FSA, including ELL-specific tutoring
 - Student to student after school tutoring provided by NHS, Spanish NHS, Math NHS and IB students
 - Truancy Officer visits for students with attendance issues
 - Positive Behavioral Interventions Support (PBIS) system implemented school-wide
 - Support facilitation for ESE students
 - Flexible scheduling for general education and ESE students
 - Data Team/PLC meetings for bottom quartile students to develop instruction that addresses deficiencies
 - PLCs will be developing common formative assessment for continual monitoring of student progress

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

For our students to maximize their potential, it is critical that we are continually building and establishing relationships with our students and their families. We encourage parents to maintain a presence on our campus. Many of our parents volunteer on our campus, which has led to our overall volunteer service hours equaling more than twice the number of students enrolled at South Fork. We strive to stay in touch with our parents as much and in as many ways as possible throughout the year. We offer automated (reverse 911 using Connect 5) phone calls for important events in Spanish as well as English. We mail a monthly newsletter to our families and many faculty members stay in touch with parents via email. Our school website is regularly updated with vital dates, times, and information. We offer a freshmen orientation prior to the beginning of the school year, which allows students to ride the bus to school, be introduced to the faculty and staff and go through their class schedule in a condensed school day without the upperclassmen being on campus. We have an open house the first week of school so all parents have the opportunity to meet their child's teachers. For the second year in a row, our county (Martin) held a workshop for parents the first Saturday of school called Parent University, which provided important information to parents and other caregivers as they strive to support their child's academic life. In addition to our monthly SAC meetings held at South Fork, we also hold two of our meetings in two local communities, Indiantown and Hobe Sound, so they are more accessible to more of our parents. We also hold parent-teacher conferences in these communities twice per year because many of these families might not attend the conferences otherwise. We encourage parental involvement in other ways, such as booster clubs, International Baccalaureate parent meetings, scholarship nights, and volunteer opportunities. Our strong extra-curricular programs also form a strong bond between our school and our families through sporting events, chorus and band concerts, plays and musicals, art shows, and many others. Teachers are in constant contact with parents through phone calls home as well as through email. Our ELL department also calls home to parents who speak other languages. Our new district database program (FOCUS) includes an on-line grade book program, which allows parents to monitor their child's progress throughout the school year.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

In addition to parental involvement, South Fork also feels it is important to establish and maintain ongoing relationships within our community. We have made connections with many local businesses who are extremely supportive to our school and students. These businesses allow our students, clubs and athletic teams to hold fundraisers where portions of the proceeds go to South Fork. We are also fortunate to have many businesses and families support our programs through print advertisements such as programs and banners. Through these fundraisers and donations, South Fork is able to maintain a strong extra-curricular presence that provides our students tremendous opportunities that are vital to their overall success in high school. Our Career and Technical Education (CTE) programs are able to thrive at South Fork due in part to the strong relationships they have formed in the community through program specific business advisory boards. These advisory boards are composed of local business owners in the field (our Automotive Repair program business advisory board includes representatives from local repair shops and parts suppliers). In addition, these groups directly volunteer time and expertise on campus. For example, our Landscape Operations program holds an annual plant sale where enough money is raised to help the program continue to be successful thanks in large part to local businesses. Other examples are the partnerships our Finance program has established with Seacoast Bank and our Veterinary Assistant program has established with local veterinarians who come in to work directly with our students. The Indiantown Education Coalition and our local Chambers of Commerce are significant resources South Fork has utilized to help support student achievement. Finally, each year local donors contribute over \$2 million in scholarships to South Fork students to help pay a portion of the students' college expenses. This is in addition to any aide offered by the college/university into which the students matriculate.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hall, David	Principal
Connolly, Andrew	Assistant Principal
Elliott, Sam	Teacher, K-12
Pool, Monica	Instructional Coach
Jarrett, Ebony	Assistant Principal

Duties

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

The 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
 Tim Tharp, Assistant Principal
 Monica Pool, Reading Coach
 Amy Whitesell, Guidance Counselor
 Julie Butler, ESE Team Leader
 Kelly George, IB Coordinator
 Nicole Smith, Teacher
 Donna Dolan, Teacher
 Marilyn Southwick, Teacher
 Joe Shewmaker, Teacher
 Jessica Falco, Teacher
 A.J. Diaz, Teacher
 Erica Foster, Teacher
 Rich Barnard, Teacher
 Sam Elliott, Teacher
 Belinda Benner, Teacher

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The South Fork leadership team meets weekly to address our overall school goals including those addressed in the SIP. During the meetings, specific concerns, raised through the MTSS process, are brought to the team for additional problem solving, brainstorming, and implementation/monitoring ideas. Using the problem solving and continuous improvement process, the leadership team, MTSS team, and team leaders identify and prioritize any students or issues that are most pressing. Once identified, the appropriate personnel address the issue of concern by implementing strategies and timelines to resolve the issue. The problem solving process for MTSS includes the use of attendance, GPA, discipline and other indicators to identify at-risk students. Additionally, teachers, faculty, and staff recommend students to the MTSS process. The MTSS team consists of the Assistant Principal of Discipline, Charlie Moody; District-assigned RtI coach, Theresa Stone; ESE Team Leader, Julie Gebhardt; Literacy Coach, Monica Pool; Team Leader, Sam Elliott; Team Leader, Belinda Benner; Team Leader, Nicole Smith; ESE teacher, Jen Nixon; Teacher, Pat Phillips; Dean, Mercedes Lucas; and Guidance Counselor, Abby Wright. The team meets to review school-wide data, student and teacher data, as well as discipline and attendance data to define whether the problem is core instruction related or individual student related. The basic functions of the team are to look at gap analysis, ensure that interventions are being implemented with fidelity, verify that teachers have the support necessary to implement the interventions, collect accurate data, and implement research-based, data-driven interventions to address both the core instruction and individual student issues. Student academic performance data is collected through Pinnacle, district benchmark assessments, Performance Matters data, and other informal assessments to problem solve and develop the three tiered interventions needed to improve student achievement and determine implementation issues. South Fork has adopted the Positive Behavioral Interventions and Supports program and uses a data management system to gather discipline and behavior data. Students are identified within the tiers and the same data elements are used to exit students from Tier 2 and Tier 3. South Fork High School coordinates, integrates and implements all federal, state, and local programs that impact the school in the following ways:

- Research-based resources funded by federal and local funds.
- SIP 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.
- Establishing partnerships with all required stakeholders
- Coordination and scheduling of instructional programs.
- Parent informational programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
David Hall	Principal
Angel Quinonez	Education Support Employee
Stephenie Jacobs	Teacher
Sam Elliott	Teacher
Lauren Case	Teacher
Noris Diaz	Parent
Jodie Reams	Parent
Shalini Jakhete	Parent
Maynor Barrientos	Education Support Employee
Sharon Needham	Parent
Kathleen Jordan	Education Support Employee
MaryEllen Munson	Parent
Holly Ambrose	Student
Jayden Mazariegos	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The South Fork School Advisory Council (SAC), which is comprised of required stakeholders, will review and analyze last year's SIP. All SAC members are provided an orientation PowerPoint presentation and each goal from last year's SIP is evaluated according to level of accomplishment and need for continuation. In addition, SIP strategies are rated according to effectiveness. The SIP was also aligned with last year's district goals and accomplishments. This analysis is critical in setting school improvement goals for this year's SIP.

Development of this school improvement plan

SAC is actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget. Results from last year will help guide the decision making process for this year's SIP. Throughout the school year, SAC will continue to review school performance data, from sources such as iReady, benchmark tests, and state assessments, as it becomes available. The goals and strategies that are established will be reviewed, discussed and changes will be made where appropriate.

Preparation of the school's annual budget and plan

SAC specifically reviews each goal and each strategy in the current SIP to assist in determining costs and priorities. The evaluation of the effectiveness of previous year's expended funds will provide necessary data to support budget requests. SAC also continually explores other funding sources for supporting SIP including grant opportunities and public and private partnerships.

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

Student Field Trips: \$750
Professional Conferences: \$8,837.11
Payroll (CRL Lab, Boot Camp, After-school Tutoring): \$1,289.42

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hall, David	Principal
Pool, Monica	Instructional Coach
Connolly, Andrew	Assistant Principal
	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT team this year will focus on using reading strategies to help strengthen our students' weaknesses while adapting to the new Florida Standards, the Florida State Assessments, and End-of Year (EOY) Assessments. The team will also promote the importance of literacy on a school-wide level while celebrating student success in literacy. Professional development in this area will be based on the needs of our students and teachers. Teacher collaboration through PLCs will continue their focus on reading in the various subject content areas while also differentiating instruction in preparation for the changing state assessments. The LLT Team will also continue as the school leads in our outreach program to our Western Zone families in Indiantown as well as continuing a similar program in Hobe Sound, which will promote the importance of literacy to our families and communities.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

South Fork is focusing on Professional Learning Communities (PLCs) to provide meaningful collaboration among our faculty in order to promote increased student achievement. Several members of our administrative team and team faculty leaders attended a PLC conference the past two summers where we learned the benefits that PLCs provide through collaboration based on data-driven results. By sharing best practices and analyzing data from formative and summative assessments, teachers are able to improve their instructional strategies and best meet the needs of their students. We have also formed Collaborative Teaching teams between our ESE support facilitators and our core subject area teachers. Our scheduling model allows each support facilitator to work typically with no more than a half dozen subject area teachers to provide appropriate accommodations to the students in those classes. The school schedule allows for common planning time in the mornings before school begins. Common lunch schedules allows additional opportunities for faculty and departments to have meaningful

interactions and relationships. In all conversations, we try to focus on being positive, professional, and always look out for the best interest of the students.

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

- Review on-line applications and 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, ELL Endorsement, Performance Matters, PEER
- We have established a New Teacher Mentoring program that meets regularly to support new teachers in all facets of their job

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

All teachers who are new to South Fork receive a mentor teacher. The mentor is a veteran teacher who typically teaches the same subject area. New teachers received a teacher handbook that was designed to help them with the transition to our school's and county's policies, procedures, and expectations. For the relatively few who are new to teaching, there are monthly meetings lead by the Instructional Team Leaders and an Assistant Principal. The meetings cover a variety of topics that include but are not limited to: Lesson planning, classroom management, iObservation, PEER, how to have positive interactions with parents, technology and other topics relevant to our profession. Beginning teachers have the opportunity to observe master teachers in the classroom with a follow up discussion to guide their thinking and understanding of the educational process. In addition, this year the District has provided technology that will allow master teachers to record their lessons for review by new teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

During pre-planning days prior to the first week of school, teachers received refresher training on Professional Learning Communities (PLCs) as well as creating and analyzing Common Formative Assessments (CFAs). Teachers are using CFAs, technology and other methods to consistently monitor students progress. They are using the cPalms website, which they have been trained to use, to align Florida's standards to their curriculum. To ensure student learning, cPalms also offers CFAs, lesson plans, model-eliciting activities, videos, progression maps and much more. The South Fork administrative team reviews teacher lesson plans and makes unannounced visits to classrooms (in addition to those scheduled with teacher evaluative purposes) to ensure quality lessons are being taught on a daily basis based on the course standards. All instructional materials are selected from either the state materials adoption list or from those materials vetted by College Board (for Advanced Placement courses) and/or the International Baccalaureate Programme (Cardiff, Wales) for International Baccalaureate courses.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

South Fork has used a software program called Performance Matters to make data-driven decisions that enhances the quality of instruction and meets the diverse needs of our student population. This year our district is transitioning to using FOCUS as our master database program, and it has similar capabilities. In addition to providing student information such as socioeconomic status or types of disabilities, these programs provide state assessments results and county benchmark exam results. From this data, teachers are able to analyze the individual strengths and weaknesses of every student. The benchmark data is very detailed and provides item analysis for every question and standard that is tested. With this data, teachers are able to differentiate their instruction to best meet the needs of their students. For struggling or low-achieving students, we provide various forms of supplemental instruction. Prior to the beginning of the school year, we offer a Boot Camp Test Preparation for students in the areas of ELA and mathematics. Through flexible scheduling in ESE/ELL/ELA/Math courses, we are able to provide remediation for specific weaknesses in addition to the grade level curriculum. AIP progress monitoring by our Literacy Coach and Language Therapy Instructional Support are two other areas of support that benefits our students. Our ESE and ELL departments give all needed accommodations and supplemental instructional strategies that give our students their best chance at success.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 5,400

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

Co-enrollment in Adult Education services provided at SFHS, Indiantown, and in Stuart District Framework Development

NHS Tutoring

FCAT/FSA Tutoring

Algebra Boot Camp

Strategy Rationale

Some students need an additional supervised work period in order to attain concepts or complete their Credit Recovery.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Connolly, Andrew, flsiponlineconnola@martin.k12.fl.us

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

Electronic gradebook is monitored for participating students, CELLA results are analyzed (for ELL students). FSA and EOC performance data is or will be reviewed as it is made available by the state's assessment vendors.

Strategy: Extended School Day

Minutes added to school year: 2,160

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

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

attendance sheets are collected

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 Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Cadet Performance Evaluation

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

For incoming freshmen at South Fork, we provide the following:

- During the spring of our incoming freshmen's eighth grade year, our guidance counselors, in conjunction with our feeder middle schools, conduct the registration process, meeting with the students and, where possible, the parents to determine course selection for the coming year
- Each year, the county offers a CTE Showcase event that provide students information regarding the different programs we offer at our schools
- Freshmen orientation in the spring and in the fall (the Friday before school begins)
- For our students with special needs, we conduct ESE and 504 Transition Meeting to help make this change as seamless as possible

For the seniors at South Fork, we provide:

- post-secondary planning through our guidance department
- informational meetings throughout the year focusing on critical dates, scholarship information, Bright Futures, financial aid, the college application process, etc.
- college and career fair opportunities
- Scholarship Night where most of the scholarships for the year are awarded
- many college visits offered through guidance, typically during lunches or through the CTE courses
- some of our CTE courses offer the opportunity for industry certification
- extensive information on our school website focused only on information important to seniors
- our athletic department and coaching staff provide students scholarship opportunities and facilitate communication and visits with college coaches whenever possible and permissible by NCAA guidelines

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Course selection is based on teacher recommendations, high school graduation requirements, and student achievement data. Students may also complete surveys and aptitude tests such as the ASVAB, which help narrow students' interests for college and career choices. Guidance helps students evaluate and reassess their goals on a yearly basis. With the flexibility in the high school schedule, students can adjust course selections. Through our Career and Technical Education programs, we are able to establish relationships with local business and industry leader that prepare are students for success after graduation. Our CTE program is able to give students a head start on their future upon graduation. In their program of choice, they are able to apply skills they learn in their core subject area, such as math and science, to real-world applications. Each CTE program has a business advisory board made up of local individuals with professional ties to the specific CTE field of study.

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

South Fork offers the following CTE programs:

- Automotive Maintenance
- Drafting
- Building Construction
- Digital Design
- Finance
- Health Assistant
- Landscape Operation
- TV Production
- Veterinary Assistant
- JROTC

The following industry certifications are also available:

- Florida Automobile Dealers Association (FADA) Certified Technician
- Certified Horticulture Professional (FCHP)
- Certified Veterinary Assistant (CVA)
- Autodesk Certified User-AutoCAD, Autodesk Certified Professional-AutoCAD, Autodesk Certified Professional - Inventor, Autodesk Certified Professional - Revit Architecture
- National Center for Construction Education & Research Carpentry Level 1 & 2
- Microsoft Office Specialist (MOS)
- Adobe Certified Associate (ACA) Adobe Photoshop, Adobe Certified Associate (ACA) Adobe Flash, Adobe Certified Associate (ACA) Dreamweaver, Adobe Certified Associate- Visual Communication / Premiere Pro
- Certified EKG Technician (CET)
- Certified Nursing Assistant (CNA)

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

South Fork has worked through professional development opportunities to design strategies for integrating academic and technical education making it more realistic and relevant to problems in business and industry. Teachers have attended summer workshops offered through the local colleges, universities and businesses at the local, state, and national levels.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Review of the High School Feedback Report indicates that additional attention needs to be placed on providing students with assistance in preparing for and applying for college entrance exams (SAT, ACT, CPT). South Fork offers a critical thinking class for reading and math that focuses on preparing

students for the SAT and ACT. We also offer a Math for College Readiness course for students who want to be better prepared for taking college level math courses as well as for students who need to perform better on the PERT, Florida's Post-Secondary Readiness Test. We place an emphasis on encouraging our students to enroll in challenging curricula such as Dual Enrollment, Advanced Placement, and International Baccalaureate programs. Guidance counselors conduct classroom visitations with students in each grade level to discuss pertinent topics related to their grade level such as criteria needed to qualify for Bright Futures and local scholarships, graduation requirements, college admittance criteria, SAT/ACT deadlines, and important dates to attend workshops related to scholarships, financial aid, dual enrollment, and college application assistance. Individual student consultations are held with each student to monitor present performance, future goals, and registration of courses for the following year. Students are also advised by their guidance counselors on dates and registration information for the SAT and ACT along with practice workbooks and websites. When the scores are received, they provide feedback and recommendations for the future.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percent of all students scoring at a proficient level on the 2015-16 FSA Reading Assessment, 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, Geometry and Algebra II EOC Exams 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 Biology EOC
- G4.** Increase percentage of students achieving the proficient level on the FSA Writing Assessment
- G5.** Increase the percentage of students scoring a level 3 or higher on the US History End of Course Exam.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The percent of all students scoring at a proficient level on the 2015-16 FSA Reading Assessment, and the percent of all students in each subgroup making AYP will increase to meet target AMO percentages.

1a

G073734

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	71.0
AMO Reading - All Students	76.0

Resources Available to Support the Goal 2

- Teachers will be working in collaborative teams to assess student groups and determine standards strategies to achieve the success of those essential standards 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. Benchmark exams offered this year.
- School wide wifi, laptop carts

Targeted Barriers to Achieving the Goal 3

- Low levels of student engagement
- Low degree of selfefficacy when facing challenging tasks
- Ambiguous student learning goals
- Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards
- Poor academic performance for Q1 students
- Students lacking background knowledge, reading strategies, or fluency
- Overrepresentation of excessive absences in our Western Zone student population

Plan to Monitor Progress Toward G1. 8

Attendance (20 Day) reports, teacher feedback, progress monitoring data analysis.

Person Responsible

Andrew Connolly

Schedule

On 6/3/2016

Evidence of Completion

Attendance Data

G2. The percent of all students scoring at level 3 and/or higher on the Algebra, Geometry and Algebra II EOC Exams and the percent of all students in each subgroup making AYP will increase to meet targeted AMO percentages **1a**

G073735

Targets Supported **1b**

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	
AMO Math - All Students	75.0
Algebra II EOC Pass Rate	
Geometry EOC Pass Rate	

Resources Available to Support the Goal **2**

- Teachers will be working in collaborative teams to assess student groups and determine standards based essential learning and strategies to achieve the success of those essential learning 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 and professional development for new teachers and those who need additional support.

Targeted Barriers to Achieving the Goal **3**

- Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards
- Student weak areas as identified by the FOCUS, progress monitoring testing, and common formative assessments

Plan to Monitor Progress Toward G2. **8**

iObservation reports will be analyzed; Administrator/Teacher conferences regarding observed classroom practices; Professional development will be planned to address needs on an ongoing basis; progress monitoring results will be scrutinized in collaborative team planning times.

Person Responsible

Andrew Connolly

Schedule

On 6/3/2016

Evidence of Completion

Students and teachers will assess progress as determined by learning scales

G3. Increase the percentage of students scoring a level three or higher on the Bioloy EOC 1a

G073736

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

Resources Available to Support the Goal 2

- Continued Professional Learning Communities through subject area teams

Targeted Barriers to Achieving the Goal 3

- Weak content knowledge
- Low degree of self- efficacy when facing challenging tasks

Plan to Monitor Progress Toward G3. 8

Biology benchmark assessments.

Review data from collaborative teams based on teacher made pre-post assessments

Person Responsible

Andrew Connolly

Schedule

Quarterly, from 10/23/2015 to 5/27/2016

Evidence of Completion

County benchmark test results, data team meeting notes

G4. Increase percentage of students achieving the proficient level on the FSA Writing Assessment 1a

G073737

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	90.0

Resources Available to Support the Goal 2

- Use of extended writing prompts across the curriculum to provide on-going practice in writing; collaborative planning, creation of Common Formative Writing Assessments.

Targeted Barriers to Achieving the Goal 3

- Poor writing skills
- Poor sentence structure, grammar, usage
- Students not seeing relevance of instruction

Plan to Monitor Progress Toward G4. 8

Monitor monthly writing prompts and provide PD as needed

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Learning gains and proficiency on writing assignments and benchmark tests

G5. Increase the percentage of students scoring a level 3 or higher on the US History End of Course Exam.

1a

G073738

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	75.0

Resources Available to Support the Goal 2

- Teachers will be working in collaborative teams to assess student groups and determine standards based essential learning and strategies to achieve the success of those essential learning 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 additional support.

Targeted Barriers to Achieving the Goal 3

- Academic pacing
- Testing format being computer-based, not modeled during instruction
- Lack of teacher competence with regards to the test format and content.

Plan to Monitor Progress Toward G5. 8

Collaborative Team planning to develop instructional frameworks.

Person Responsible

Andrew Connolly

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Lesson plans, student performance data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. The percent of all students scoring at a proficient level on the 2015-16 FSA Reading Assessment, and the percent of all students in each subgroup making AYP will increase to meet target AMO percentages. **1**

 G073734

G1.B1 Low levels of student engagement **2**

 B192511

G1.B1.S1 Utilize strategies learned in Marzano, Ruby Payne, RtI, PBiS, and CRISS across the curriculum **4**

 S203999

Strategy Rationale

For teachers to have an expanded repertoire of teaching strategies in order to address the various student learning styles.

Action Step 1 **5**

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

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 9/8/2015 to 4/29/2016

Evidence of Completion

Attendance roster

Action Step 2 5

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 Responsible

Lana Barros

Schedule

On 11/13/2015

Evidence of Completion

Lesson plans

Action Step 3 5

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

Person Responsible

Ebony Jarrett

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student's response to learning opportunities, student data

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

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

Person Responsible

Ebony Jarrett

Schedule

Weekly, from 9/1/2015 to 5/26/2016

Evidence of Completion

Meeting agendas and notes

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

Classroom observations should show evidence of engaged learners

Person Responsible

Andrew Connolly

Schedule

On 11/6/2015


Evidence of Completion

Lesson plans reflecting common instructional strategies

G1.B3 Low degree of selfefficacy when facing challenging tasks 2

 B192513

G1.B3.S1 Reading across the curriculum, data review, celebration of success, and increased communication between students and teachers as need is identified by the Guidance Counselors. 4

 S204000

Strategy Rationale

For students to understand that learning is not always easy, and for them to have a clear understanding of where they are and where they need to be in relation to the standards.

Action Step 1 5

Identification of low-performing students (attendance, grades, discipline), utilization of intervention strategies, and progress monitoring for desired effect.

Person Responsible

Monica Pool

Schedule

Monthly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Student performance data (grades, assessments, attendance, discipline)

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Assess student performance through benchmark tests and CFAs

Person Responsible

Monica Pool

Schedule

Quarterly, from 10/23/2015 to 5/27/2016

Evidence of Completion

Benchmark results, CFA results, meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Data Team meeting

Person Responsible

Monica Pool


Schedule

Quarterly, from 10/23/2015 to 5/27/2016

Evidence of Completion

Use benchmark and CFA data to plan for future instruction

G1.B4 Ambiguous student learning goals **2**

 B192514

G1.B4.S1 Professional development to allow teachers to write more effective student-friendly learning goals and scales that the students will use as a guide for their own learning. **4**

 S204001

Strategy Rationale

Students need a clear understanding of the expectations related to the Standards and assessments in order to monitor their own progress towards meeting those goals.

Action Step 1 **5**

Professional Development on Learning Goals and Scales

Person Responsible

Ebony Jarrett

Schedule

Quarterly, from 10/9/2015 to 5/27/2016

Evidence of Completion

G1.B5 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards **2**

 B192515

G1.B5.S1 Collaborative team planning and creation of common formative assessments. **4**

 S204002

Strategy Rationale

Teachers will collaborate so that the instruction for each course is aligned with the essential standards campus-wide.

Action Step 1 **5**

Data driven instruction

Person Responsible

Andrew Connolly

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Progress Monitoring Data

Action Step 2 5

Utilize evidence based preparation materials to ready students for FSA & EOC

Person Responsible

Andrew Connolly

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans; Progress monitoring data; AMO results

Action Step 3 5

Needs based PD for collaborative teams focusing on essential skills; make a learning scale for use in each subject area, develop common formative assessments.

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Learning scale results, meeting notes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Needs based PD for collaborative teams focusing on essential skills

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PD attendance roster; Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student response to learning opportunities

Person Responsible

Ebony Jarrett

Schedule

Every 2 Months, from 10/23/2015 to 5/27/2016


Evidence of Completion

FOCUS

G1.B9 Poor academic performance for Q1 students 2

 B192519

G1.B9.S1 Identify and monitor Q1 students; provide additional support in the classroom, before school, and after school; provide incentive field trips 4

 S204003

Strategy Rationale

To provide greater support and incentives for previously under-performing students.

Action Step 1 5

Incentive field trips for Q1 students

Person Responsible

Monica Pool

Schedule

Semiannually, from 9/28/2015 to 6/3/2016

Evidence of Completion

Field trip roster

Action Step 2 5

After-school reading tutoring

Person Responsible

Monica Pool

Schedule

Biweekly, from 10/5/2015 to 5/6/2016

Evidence of Completion

mini assessments

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

LLT will monitor and discuss progress of Q1 students

Person Responsible

Monica Pool

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

LLT agenda

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

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

Person Responsible

Andrew Connolly


Schedule

Every 2 Months, from 10/23/2015 to 5/27/2016

Evidence of Completion

AMO percentages; attendance data

G1.B10 Students lacking background knowledge, reading strategies, or fluency **2**

 B192520

G1.B10.S1 Increasing student breath of knowledge by utilizing online reading programs, diversifying classroom libraries, field trips (real and virtual), and guest speakers. **4**

 S204004

Strategy Rationale

Students with greater background knowledge have a greater chance of success on standardized assessments.

Action Step 1 **5**

Diversification of reading materials and experiences to build background knowledge.

Person Responsible

Monica Pool

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Reading samples

Plan to Monitor Fidelity of Implementation of G1.B10.S1 **6**

Teachers will give CFA to progress monitor

Person Responsible

Monica Pool

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Sample CFAs, meeting notes, data from CFAs

Plan to Monitor Effectiveness of Implementation of G1.B10.S1 7

Data Team meetings

Person Responsible

Andrew Connolly

Schedule

Quarterly, from 10/30/2015 to 5/27/2016

Evidence of Completion

Team meeting notes

G1.B12 Overrepresentation of excessive absences in our Western Zone student population 2

 B192522

G1.B12.S1 The Attendance Committee, 9th Grade Intervention Team, 10th grade Intervention Team, 12th Grade Intervention Team, MTSS and IEP Teams, will continue to work with the community in Indiantown to foster a greater relationship through In-Town Conferences, and other meetings to improve student Attendance. South Fork has also increased the number of qualified bi-lingual Administrative Assistants to improve communication with parents. 4

 S204006

Strategy Rationale

Through greater communication, we will be able to improve student attendance.

Action Step 1 5

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

Person Responsible

Andrew Connolly

Schedule

Semiannually, from 11/17/2015 to 4/12/2016

Evidence of Completion

conference rosters; attendance reports

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

LLT discuss and revise outreach efforts

Person Responsible

Monica Pool

Schedule

On 10/30/2015

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Analyze school performance of Western Zone students

Person Responsible

Andrew Connolly

Schedule

On 11/20/2015

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, Geometry and Algebra II EOC Exams and the percent of all students in each subgroup making AYP will increase to meet targeted AMO percentages **1**

 G073735

G2.B1 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards **2**

 B192524

G2.B1.S1 District-wide curriculum framework development for Algebra, Geometry, and Algebra II. **4**

 S204007

Strategy Rationale

Students in these classes will follow the same scope and sequence as it is aligned to the EOC Exam test specifications in that subject.

Action Step 1 **5**

Curriculum Framework Development

Person Responsible

Sam Elliott

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

meeting notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Needs based PD for collaborative teams focusing on essential skills

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PD attendance roster; Lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student response to learning opportunities

Person Responsible

Ebony Jarrett

Schedule

On 11/20/2015

Evidence of Completion

Focus reports; EOC results

G2.B2 Student weak areas as identified by the FOCUS, progress monitoring testing, and common formative assessments 2

 B192525

G2.B2.S1 Common Formative Assessments will be used throughout the year to guide instruction. Special focus will be given areas of weakness as identified by progress monitoring testing; Teachers organize students to interact with new knowledge, chunk content into digestible bites, preview, process, elaborate on new information, and reflect on learning 4

 S204008

Strategy Rationale

The teachers will be more strategic in their instruction of content based on student performance data.

Action Step 1 5

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

Person Responsible

Sam Elliott

Schedule

Weekly, from 11/13/2015 to 4/15/2016

Evidence of Completion

student awareness of strengths and weaknesses in subject area

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Data teams will meet monthly to analyze assessment results

Person Responsible

Sam Elliott

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Teachers will create CFAs to progress monitor

Person Responsible

Sam Elliott

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Meeting notes and copies of CFAs will be provided

G3. Increase the percentage of students scoring a level three or higher on the Biology EOC 1

G073736

G3.B1 Weak content knowledge 2

B192528

G3.B1.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 4

S204010

Strategy Rationale

Improved instructional strategies will positively impact student retention of material.

Action Step 1 5

Collaborative team planning, framework development

Person Responsible

Andrew Connolly

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Lesson plans, collaborative team minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Discuss best practices

Person Responsible

Andrew Connolly

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student response to learning opportunities

Person Responsible

Andrew Connolly

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

CLT meeting notes, analyze CFA data

G3.B2 Low degree of self- efficacy when facing challenging tasks 2

 B192529

G3.B2.S1 Organize students to interact with new knowledge Chunk content into "digestible bites" Have student record, elaborate, and represent new knowledge 4

 S204011

Strategy Rationale

By breaking down the information into smaller digestible bites, the students will not become overwhelmed and give up on the course.

Action Step 1 5

Identify student weakness; Review progress monitoring data;

Person Responsible

Andrew Connolly

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

student work samples, lesson plans, progress monitoring results

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

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

Person Responsible

Andrew Connolly

Schedule

Every 2 Months, from 10/23/2015 to 5/27/2016

Evidence of Completion

Student work samples; iObservation conferences

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

Student response to learning opportunity

Person Responsible

Andrew Connolly

Schedule

On 11/20/2015

Evidence of Completion

Biology EOC results

G4. Increase percentage of students achieving the proficient level on the FSA Writing Assessment 1

G073737

G4.B1 Poor writing skills 2

B192530

G4.B1.S1 Continue the use of extended writing prompts across the curriculum to provide on-going practice in writing. 4

S204012

Strategy Rationale

Students need to receive explicit writing instruction with practice, feedback, and revision in order to improve.

Action Step 1 5

Analyze last year's writing samples to identify areas for improvement; conference with students throughout the writing process, modeling effective writing strategies, collaborative planning to prepare for the format of the FSA Writing Assessment.

Person Responsible

Monica Pool

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

student writing samples and scales

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

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

Person Responsible

Monica Pool

Schedule

Every 2 Months, from 9/25/2015 to 5/27/2016

Evidence of Completion

meeting notes

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

Student writing proficiency evidenced on monthly writing prompts

Person Responsible

Monica Pool

Schedule

Every 2 Months, from 9/25/2015 to 5/27/2016


Evidence of Completion

Student samples, results, data analysis

G4.B3 Students not seeing relevance of instruction 2

 B192532

G4.B3.S1 Use Technology to enhance written communication; Implement of more computer-based writing assignments/programs. 4

 S204014

Strategy Rationale

Students need to practice, not only their writing skills, but also their ability to type their writing using a computer.

Action Step 1 5

Ensure WIFI is robust enough to meet student needs.

Person Responsible

Andrew Connolly

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

iSupport incident management report

Action Step 2 5

Conduct monthly PD based on instructional needs survey.

Person Responsible

Andrew Connolly

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

PD attendance roster

Action Step 3 5

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

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

PD attendance; student learning scales, lesson plans

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

Discuss and review progress

Person Responsible

Monica Pool

Schedule

On 10/16/2015

Evidence of Completion

Sign in roster

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

Analyze data from CFAs

Person Responsible

Monica Pool

Schedule

On 10/16/2015


Evidence of Completion

Teachers will provide copies of their common formative assessments

G5. Increase the percentage of students scoring a level 3 or higher on the US History End of Course Exam. 1

 G073738

G5.B1 Academic pacing 2

 B192533

G5.B1.S1 Collaborative teams will develop an instructional framework for the course to be used in each class. 4

 S204015

Strategy Rationale

For the teachers to agree on the essential standards and develop a plan for instruction on each of those standards.

Action Step 1 5

Collaborative Team Planning

Person Responsible

Andrew Connolly

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans, student performance data, collaborative team minutes

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Lesson plans, classroom observations, and student samples will be analyzed.

Person Responsible

Andrew Connolly

Schedule

On 8/24/2015

Evidence of Completion

Lesson plans, classroom observations, and student samples

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

The district Coordinator for Social Studies will oversee the implementation

Person Responsible

Mark Malham Malham


Schedule

On 8/28/2015

Evidence of Completion

Lesson plans, classroom observations, and student samples

G5.B2 Testing format being computer-based, not modeled during instruction **2**

 B192534

G5.B2.S1 Provide teachers with time in the lab to acclimate to computer-based assessments. **4**

 S204016

Strategy Rationale

Students need to practice the format on the computer on which they will be assessed.

Action Step 1 **5**

Increased computer lab time for US History classes

Person Responsible

Andrew Connolly

Schedule

On 6/3/2016

Evidence of Completion

Lesson Plans

G5.B3 Lack of teacher competence with regards to the test format and content. **2**

 B192535

G5.B3.S1 Teachers need greater information regarding the test item specifications and the format of which the students will be tested on their End of Course Exam. **4**

 S204017

Strategy Rationale

For teachers to be more knowledgeable about the content break-down and format of the US History End of Course Exam.

Action Step 1 **5**

Breaking down the US History End of Course Assessment content and format.

Person Responsible

Andrew Connolly

Schedule

On 6/3/2016

Evidence of Completion

Collaborative Learning Teams meeting notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	On-going training for teachers on the use of applications, mobile devices, and flipping the classroom	Jarrett, Ebony	9/8/2015	Attendance roster	4/29/2016 monthly
G1.B3.S1.A1	Identification of low-performing students (attendance, grades, discipline), utilization of intervention strategies, and progress monitoring for desired effect.	Pool, Monica	9/8/2015	Student performance data (grades, assessments, attendance, discipline)	5/27/2016 monthly
G1.B4.S1.A1	Professional Development on Learning Goals and Scales	Jarrett, Ebony	10/9/2015		5/27/2016 quarterly
G1.B5.S1.A1	Data driven instruction	Connolly, Andrew	8/17/2015	Progress Monitoring Data	6/3/2016 weekly
G1.B9.S1.A1	Incentive field trips for Q1 students	Pool, Monica	9/28/2015	Field trip roster	6/3/2016 semiannually
G1.B10.S1.A1	Diversification of reading materials and experiences to build background knowledge.	Pool, Monica	8/17/2015	Reading samples	6/3/2016 weekly
G1.B12.S1.A1	Parent/Teacher conferences in Indiantown; Guest speakers to acquaint parents with school resources and policies; attendance monitoring	Connolly, Andrew	11/17/2015	conference rosters; attendance reports	4/12/2016 semiannually
G2.B1.S1.A1	Curriculum Framework Development	Elliott, Sam	8/17/2015	meeting notes	6/3/2016 monthly
G2.B2.S1.A1	Teacher/student data chats after each benchmark test administration to disseminate individual benchmark performance	Elliott, Sam	11/13/2015	student awareness of strengths and weaknesses in subject area	4/15/2016 weekly
G3.B1.S1.A1	Collaborative team planning, framework development	Connolly, Andrew	8/17/2015	Lesson plans, collaborative team minutes	6/3/2016 weekly
G3.B2.S1.A1	Identify student weakness; Review progress monitoring data;	Connolly, Andrew	8/17/2015	student work samples, lesson plans, progress monitoring results	6/3/2016 weekly
G4.B1.S1.A1	Analyze last year's writing samples to identify areas for improvement; conference with students throughout the writing process, modeling effective writing strategies, collaborative planning to prepare for the format of the FSA Writing Assessment.	Pool, Monica	8/17/2015	student writing samples and scales	6/3/2016 biweekly
G4.B3.S1.A1	Ensure WIFI is robust enough to meet student needs.	Connolly, Andrew	8/17/2015	iSupport incident management report	6/3/2016 daily
G5.B1.S1.A1	Collaborative Team Planning	Connolly, Andrew	8/31/2015	Lesson plans, student performance data, collaborative team minutes	6/3/2016 one-time
G5.B2.S1.A1	Increased computer lab time for US History classes	Connolly, Andrew	9/21/2015	Lesson Plans	6/3/2016 one-time
G5.B3.S1.A1	Breaking down the US History End of Course Assessment content and format.	Connolly, Andrew	8/31/2015	Collaborative Learning Teams meeting notes	6/3/2016 one-time
G1.B1.S1.A2	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	Barros, Lana	11/13/2015	Lesson plans	11/13/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.A2	Utilize evidence based preparation materials to ready students for FSA & EOC	Connolly, Andrew	8/17/2015	Lesson plans; Progress monitoring data; AMO results	6/3/2016 one-time
G1.B9.S1.A2	After-school reading tutoring	Pool, Monica	10/5/2015	mini assessments	5/6/2016 biweekly
G4.B3.S1.A2	Conduct monthly PD based on instructional needs survey.	Connolly, Andrew	8/17/2015	PD attendance roster	6/3/2016 monthly
G1.B1.S1.A3	Facilitators will coteach in reading, mathematics, and science classes, utilizing Marzano's high yield strategies, and small group instruction	Jarrett, Ebony	8/17/2015	Student's response to learning opportunities, student data	5/27/2016 weekly
G1.B5.S1.A3	Needs based PD for collaborative teams focusing on essential skills; make a learning scale for use in each subject area, develop common formative assessments.	Jarrett, Ebony	8/17/2015	Learning scale results, meeting notes	6/3/2016 monthly
G4.B3.S1.A3	Utilize technology to produce, publish, and update writing products, linking to other information and displaying information flexibly and dynamically.	Jarrett, Ebony	8/17/2015	PD attendance; student learning scales, lesson plans	6/3/2016 monthly
G1.MA1	Attendance (20 Day) reports, teacher feedback, progress monitoring data analysis.	Connolly, Andrew	8/24/2015	Attendance Data	6/3/2016 one-time
G1.B1.S1.MA1	Classroom observations should show evidence of engaged learners	Connolly, Andrew	11/6/2015	Lesson plans reflecting common instructional strategies	11/6/2015 one-time
G1.B1.S1.MA1	PLC's to discuss implementation of best practices; Design PD around needs of staff for all barriers	Jarrett, Ebony	9/1/2015	Meeting agendas and notes	5/26/2016 weekly
G1.B3.S1.MA1	Data Team meeting	Pool, Monica	10/23/2015	Use benchmark and CFA data to plan for future instruction	5/27/2016 quarterly
G1.B3.S1.MA1	Assess student performance through benchmark tests and CFAs	Pool, Monica	10/23/2015	Benchmark results, CFA results, meeting notes	5/27/2016 quarterly
G1.B5.S1.MA1	Student response to learning opportunities	Jarrett, Ebony	10/23/2015	FOCUS	5/27/2016 every-2-months
G1.B5.S1.MA1	Needs based PD for collaborative teams focusing on essential skills	Jarrett, Ebony	8/17/2015	PD attendance roster; Lesson plans	5/27/2016 monthly
G1.B9.S1.MA1	Q1 subgroup having less than 10% absences, and increased AYP percentages	Connolly, Andrew	10/23/2015	AMO percentages; attendance data	5/27/2016 every-2-months
G1.B9.S1.MA1	LLT will monitor and discuss progress of Q1 students	Pool, Monica	9/25/2015	LLT agenda	5/27/2016 monthly
G1.B10.S1.MA1	Data Team meetings	Connolly, Andrew	10/30/2015	Team meeting notes	5/27/2016 quarterly
G1.B10.S1.MA1	Teachers will give CFA to progress monitor	Pool, Monica	9/25/2015	Sample CFAs, meeting notes, data from CFAs	5/27/2016 monthly
G1.B12.S1.MA1	Analyze school performance of Western Zone students	Connolly, Andrew	11/20/2015	Correlate conference data, attendance data, and state assessment data with Western Zone students	11/20/2015 one-time
G1.B12.S1.MA1	LLT discuss and revise outreach efforts	Pool, Monica	10/23/2015	Meeting notes	10/30/2015 one-time
G2.MA1	iObservation reports will be analyzed; Administrator/Teacher conferences regarding observed classroom practices; Professional development will be planned to address needs on an ongoing basis; progress monitoring results will be scrutinized in collaborative team planning times.	Connolly, Andrew	9/4/2015	Students and teachers will assess progress as determined by learning scales	6/3/2016 one-time
G2.B1.S1.MA1	Student response to learning opportunities	Jarrett, Ebony	11/20/2015	Focus reports; EOC results	11/20/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Needs based PD for collaborative teams focusing on essential skills	Jarrett, Ebony	8/17/2015	PD attendance roster; Lesson plans	5/27/2016 monthly
G2.B2.S1.MA1	Teachers will create CFAs to progress monitor	Elliott, Sam	9/25/2015	Meeting notes and copies of CFAs will be provided	5/27/2016 monthly
G2.B2.S1.MA1	Data teams will meet monthly to analyze assessment results	Elliott, Sam	9/25/2015	meeting notes	5/27/2016 monthly
G3.MA1	Biology benchmark assessments. Review data from collaborative teams based on teacher made pre-post assessments	Connolly, Andrew	10/23/2015	County benchmark test results, data team meeting notes	5/27/2016 quarterly
G3.B1.S1.MA1	Student response to learning opportunities	Connolly, Andrew	9/25/2015	CLT meeting notes, analyze CFA data	5/27/2016 monthly
G3.B1.S1.MA1	Discuss best practices	Connolly, Andrew	9/25/2015	Meeting notes	5/27/2016 monthly
G3.B2.S1.MA1	Student response to learning opportunity	Connolly, Andrew	11/20/2015	Biology EOC results	11/20/2015 one-time
G3.B2.S1.MA1	Review student work samples; Classroom observations; Student participation and engagement	Connolly, Andrew	10/23/2015	Student work samples; iObservation conferences	5/27/2016 every-2-months
G4.MA1	Monitor monthly writing prompts and provide PD as needed	Jarrett, Ebony	9/25/2015	Learning gains and proficiency on writing assignments and benchmark tests	5/27/2016 monthly
G4.B1.S1.MA1	Student writing proficiency evidenced on monthly writing prompts	Pool, Monica	9/25/2015	Student samples, results, data analysis	5/27/2016 every-2-months
G4.B1.S1.MA1	Share writing samples during data team meetings and provide share best practices to improve writing samples	Pool, Monica	9/25/2015	meeting notes	5/27/2016 every-2-months
G4.B3.S1.MA1	Analyze data from CFAs	Pool, Monica	10/16/2015	Teachers will provide copies of their common formative assessments	10/16/2015 one-time
G4.B3.S1.MA1	Discuss and review progress	Pool, Monica	10/16/2015	Sign in roster	10/16/2015 one-time
G5.MA1	Collaborative Team planning to develop instructional frameworks.	Connolly, Andrew	8/31/2015	Lesson plans, student performance data	6/3/2016 weekly
G5.B1.S1.MA1	The district Coordinator for Social Studies will oversee the implementation	Malham, Mark Malham	8/28/2015	Lesson plans, classroom observations, and student samples	8/28/2015 one-time
G5.B1.S1.MA1	Lesson plans, classroom observations, and student samples will be analyzed.	Connolly, Andrew	8/24/2015	Lesson plans, classroom observations, and student samples	8/24/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The percent of all students scoring at a proficient level on the 2015-16 FSA Reading Assessment, 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, Rtl, PBiS, 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, Instructional Team Leaders

Participants

Instructional Staff

Schedule

Monthly, from 9/8/2015 to 4/29/2016

PD Opportunity 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

Facilitator

Lana Barros

Participants

CTE Teachers

Schedule

On 11/13/2015

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

G1.B5.S1 Collaborative team planning and creation of common formative assessments.

PD Opportunity 1

Needs based PD for collaborative teams focusing on essential skills; make a learning scale for use in each subject area, develop common formative assessments.

Facilitator

Team Leaders; Literacy Coach, IPS Coach

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2015 to 6/3/2016

G2. The percent of all students scoring at level 3 and/or higher on the Algebra, Geometry and Algebra II EOC Exams 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 Florida Standards

G2.B1.S1 District-wide curriculum framework development for Algebra, Geometry, and Algebra II.

PD Opportunity 1

Curriculum Framework Development

Facilitator

CLT Leaders

Participants

Algebra, Geometry, and Algebra II Teachers

Schedule

Monthly, from 8/17/2015 to 6/3/2016

G2.B2 Student weak areas as identified by the FOCUS, progress monitoring testing, and common formative assessments

G2.B2.S1 Common Formative Assessments will be used throughout the year to guide instruction. Special focus will be given areas of weakness as identified by progress monitoring testing; Teachers organize students to interact with new knowledge, chunk content into digestible bites, preview, process, elaborate on new information, and reflect on learning

PD Opportunity 1

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

Facilitator

Sam Elliott

Participants

Algebra, Geometry, and Algebra II Teachers

Schedule

Weekly, from 11/13/2015 to 4/15/2016

G4. Increase percentage of students achieving the proficient level on the FSA Writing Assessment

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.

PD Opportunity 1

Analyze last year's writing samples to identify areas for improvement; conference with students throughout the writing process, modeling effective writing strategies, collaborative planning to prepare for the format of the FSA Writing Assessment.

Facilitator

Team Leaders

Participants

Instructional Staff

Schedule

Biweekly, from 8/17/2015 to 6/3/2016

G4.B3 Students not seeing relevance of instruction

G4.B3.S1 Use Technology to enhance written communication; Implement of more computer-based writing assignments/programs.

PD Opportunity 1

Conduct monthly PD based on instructional needs survey.

Facilitator

PD Team Leaders

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

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

Facilitator

Digital Learning Team

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	On-going training for teachers on the use of applications, mobile devices, and flipping the classroom				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0241 - South Fork High School	School Improvement Funds		\$0.00
2	G1.B1.S1.A2	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				\$0.00
3	G1.B1.S1.A3	Facilitators will coteach in reading, mathematics, and science classes, utilizing Marzano's high yield strategies, and small group instruction				\$0.00
4	G1.B10.S1.A1	Diversification of reading materials and experiences to build background knowledge.				\$0.00
5	G1.B12.S1.A1	Parent/Teacher conferences in Indiantown; Guest speakers to acquaint parents with school resources and policies; attendance monitoring				\$0.00
6	G1.B3.S1.A1	Identification of low-performing students (attendance, grades, discipline), utilization of intervention strategies, and progress monitoring for desired effect.				\$0.00
7	G1.B4.S1.A1	Professional Development on Learning Goals and Scales				\$0.00
8	G1.B5.S1.A1	Data driven instruction				\$0.00
9	G1.B5.S1.A2	Utilize evidence based preparation materials to ready students for FSA & EOC				\$0.00
10	G1.B5.S1.A3	Needs based PD for collaborative teams focusing on essential skills; make a learning scale for use in each subject area, develop common formative assessments.				\$0.00
11	G1.B9.S1.A1	Incentive field trips for Q1 students				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$1,000.00
			<i>Notes: Notes</i>			
12	G1.B9.S1.A2	After-school reading tutoring				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			District-Wide	School Improvement Funds		\$1,000.00
			<i>Notes: Notes</i>			
13	G2.B1.S1.A1	Curriculum Framework Development				\$0.00
14	G2.B2.S1.A1	Teacher/student data chats after each benchmark test administration to disseminate individual benchmark performance				\$0.00
15	G3.B1.S1.A1	Collaborative team planning, framework development				\$0.00
16	G3.B2.S1.A1	Identify student weakness; Review progress monitoring data;				\$0.00
17	G4.B1.S1.A1	Analyze last year's writing samples to identify areas for improvement; conference with students throughout the writing process, modeling effective writing strategies, collaborative planning to prepare for the format of the FSA Writing Assessment.				\$0.00
18	G4.B3.S1.A1	Ensure WIFI is robust enough to meet student needs.				\$0.00
19	G4.B3.S1.A2	Conduct monthly PD based on instructional needs survey.				\$0.00
20	G4.B3.S1.A3	Utilize technology to produce, publish, and update writing products, linking to other information and displaying information flexibly and dynamically.				\$0.00
21	G5.B1.S1.A1	Collaborative Team Planning				\$0.00
22	G5.B2.S1.A1	Increased computer lab time for US History classes				\$0.00
23	G5.B3.S1.A1	Breaking down the US History End of Course Assessment content and format.				\$0.00
					Total:	\$2,000.00