

Martin County School District

South Fork High School



2016-17 Schoolwide Improvement Plan

South Fork High School

10000 SW BULLDOG WAY, Stuart, FL 34997

martinschools.org/o/sfhs

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	45%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	A*	A	A

**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 was approved by the Martin County School Board on 11/15/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	10
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	48
Appendix 2: Professional Development and Technical Assistance Outlines	51
Professional Development Opportunities	51
Technical Assistance Items	53
Appendix 3: Budget to Support Goals	53

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for South Fork High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 students' families and their communities. We have an outreach program in the Indiantown community 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 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.

b. 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. We have also have a "Stomp Out Bullying" campaign that focuses on helping students feel more safe not only at school but at home as well.

c. 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. South Fork continues to be part of the Positive Behavioral Interventions & Support (PBIS) program, which focuses creating positive a positive school environment by using proactive strategies for defining, teaching, and supporting appropriate student behaviors.

d. 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.

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	59	53	105	110	327
One or more suspensions	0	0	0	0	0	0	0	0	0	25	33	26	23	107
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	3	46	45	37	131
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	37	75	90	76	278

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	37	75	90	76	278

c. 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 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 and collaborative teaching 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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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 hold at least one meeting in one of two local communities, Indiantown and/or 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 district database program (FOCUS) includes an on-line grade book program, which allows parents to monitor their child's progress throughout the school year.

2. 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 of 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Hall, David	Principal
Connolly, Andrew	Assistant Principal
Destefanis, Richard	Teacher, K-12
Pool, Monica	Instructional Coach
Jarrett, Ebony	Assistant Principal
Cizek, Janice	Assistant Principal
Thurston, Mercedes	Assistant Principal

b. Duties

1. 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
 Joe Shewmaker, Teacher
 A.J. Diaz, Teacher
 Sam Elliott, Teacher
 Belinda Benner, Teacher

2. 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; ESE teacher, Jen Nixon; Dean, Mercedes Lucas; and Guidance Counselor, Amy Whitesell. 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
David Hall	Principal
Stephenie Jacobs	Teacher
Sam Elliott	Teacher
Noris Diaz	Parent
Shalini Jakhete	Parent
Shari Ashe	Teacher
Oscar Sura	Student
Lacey Lingelbach	Student
Maribel Vargas	Parent
Carla Loffredo	Parent
Jessica Pack	Parent
Talicia Vanhooser	Parent
Daniela Allen	Parent
Ramona Delgadillo	Education Support Employee

b. Duties

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

a. 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.

b. 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.

c. 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.

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

Professional Conferences: \$4735
Payroll (After-school Tutoring): \$393
Benefits: \$170

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 Course (EOC) 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, which will promote the importance of literacy to our families and communities.

D. Public and Collaborative Teaching

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

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

South Fork is focusing on implementing Kagan strategies which are strategies that help increase student engagement and using 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 have recently attended professional development opportunities on Kagan. 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 our Collaborative Learning Teams (CLTs) to meet 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.

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 training on how to incorporate Kagan strategies, which actively engage students, to their course standards. Teachers are also 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.

b. Instructional Strategies

1. 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 transitioned to the software program, Focus (master data-based program), which is used to make data-driven decisions that enhances the quality of instruction and meets the diverse needs of our student population. In addition to providing student information such as socioeconomic status or types of disabilities, these programs provide state assessments results and county progress monitoring (pm) results. From this data, teachers are able to analyze the individual strengths and weaknesses of every student. The p.m. 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. Progress monitoring by our grade-level intervention teams 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. South Fork uses a school self assessment process called Best Practices for Inclusive Education (BPIE) to determine our short and long term improvement efforts. Administration communicates the results of the assessment and expectations to all personnel and encourages positive working relationships. All regular and special education teachers have the opportunity to meet/consult on a regular or as needed basis. Teachers of students with disabilities (SWD) who spend less than 80% of their day in general education classes use CFA data to identify effective instructional and behavioral interventions.

2. 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

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, connola@martinschools.org

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, WIDA 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 before school.

Strategy Rationale

Students in our various National Honor Societies assist our struggling students with their homework, studying for assessments or any other need they may have.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Connolly, Andrew, connola@martinschools.org

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

This program teaches students character education, teamwork, student achievement, wellness, leadership, and diversity.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Connolly, Andrew, connola@martinschools.org

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

Cadet Performance Evaluation

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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

b. College and Career Readiness

1. 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.

2. 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)

3. 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. CTE teachers have regularly scheduled opportunities to consult with special education teachers and related service providers to implement strategies that support the learning of all SWDs in their classes.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 students earning their International Baccalaureate (IB) diploma and passing their Advanced Placement (AP) course(s) will meet the target goals.

- G2.** The percent of students scoring at a proficient level on the 2016-17 FSA Reading Assessment for 9th and 10th graders meet the target goal.

- G3.** The percent of students scoring at a proficient level on the Algebra, Geometry and Algebra II End-of-Course Exams meet the corresponding target goals.

- G4.** The percent of students scoring at a proficient level on the Biology End-of-Course Exam meet the target goal.

- G5.** The percent of students scoring at a proficient level on the U.S. History End-of-Course Exam meet the target goal.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. The percent of students earning their International Baccalaureate (IB) diploma and passing their Advanced Placement (AP) course(s) will meet the target goals. 1a

G087189

Targets Supported 1b

Indicator	Annual Target
AP Exam Passing Rate	50.0
IB Exam Passing Rate	80.0

Targeted Barriers to Achieving the Goal 3

- Some teachers are new to the IB program or new to teaching AP courses.
- Students are not prepared to be successful answering the rigorous types of questions that AP and IB ask.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will attend training and conferences through IB and AP/College Boards so they are better prepared to help our students.

Plan to Monitor Progress Toward G1. 8

CFAs and other assessments will be used to monitor the progress of the students throughout the year.

Person Responsible

Andrew Connolly

Schedule

Quarterly, from 10/14/2016 to 4/14/2017

Evidence of Completion

Results from assessments; meeting notes

G2. The percent of students scoring at a proficient level on the 2016-17 FSA Reading Assessment for 9th and 10th graders meet the target goal. 1a

G087190

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	66.0

Targeted Barriers to Achieving the Goal 3

- Low levels of student engagement
- 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

Resources Available to Help Reduce or Eliminate the Barriers 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, laptops for learning for all freshmen

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Andrew Connolly

Schedule

Quarterly, from 10/14/2016 to 4/19/2017

Evidence of Completion

Attendance Data, progress monitoring results

G3. The percent of students scoring at a proficient level on the Algebra, Geometry and Algebra II End-of-Course Exams meet the corresponding target goals. 1a

G087191

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	62.0
Algebra II EOC Pass Rate	80.0
Geometry EOC Pass Rate	54.0

Targeted Barriers to Achieving the Goal 3

- The struggle to teach every standard in depth prior to the EOC Exams beginning in April while continuing to spiral the learning goals from the beginning of the year through the end.
- Differentiating instruction for students while also identifying learning gaps from previous years.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will be working in collaborative teams to unwrap standards and discuss strategies to best implement them. 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. Teachers will utilize the websites Math Nation and Pearson (Math XL), to enhance instruction.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Andrew Connolly

Schedule

Quarterly, from 10/12/2016 to 4/19/2017

Evidence of Completion

Lesson plans, PLC meeting notes, progress monitoring results

G4. The percent of students scoring at a proficient level on the Biology End-of-Course Exam meet the target goal. 1a

G087192

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	72.0

Targeted Barriers to Achieving the Goal 3

- Multiple gaps in prior subject area knowledge.
- Low degree of self- efficacy when facing challenging tasks

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Learning Communities through subject area teams

Plan to Monitor Progress Toward G4. 8

District progress monitoring assessments.

Person Responsible

Andrew Connolly

Schedule

Quarterly, from 10/28/2016 to 3/31/2017

Evidence of Completion

County benchmark test results, data team meeting notes

G5. The percent of students scoring at a proficient level on the U.S. History End-of-Course Exam meet the target goal. 1a

G087193

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	77.0

Targeted Barriers to Achieving the Goal 3

- Academic pacing; scope & sequence
- Testing format, rigor of assessment questions

Resources Available to Help Reduce or Eliminate the Barriers 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.

Plan to Monitor Progress Toward G5. 8

District progress monitoring

Person Responsible

Andrew Connolly

Schedule

Quarterly, from 10/17/2016 to 4/21/2017

Evidence of Completion

Results found on Focus

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 students earning their International Baccalaureate (IB) diploma and passing their Advanced Placement (AP) course(s) will meet the target goals. **1**

 G087189

G1.B1 Some teachers are new to the IB program or new to teaching AP courses. **2**

 B231789

G1.B1.S1 Teachers will familiarize themselves with the standards, curriculum and rubrics that IB and AP provide. **4**

 S244552

Strategy Rationale

In order for our students to be successful, the teachers must know and feel confident with every aspect of the coursework.

Action Step 1 **5**

Teachers will receive training by the IB and AP programs.

Person Responsible

Andrew Connolly

Schedule

On 5/26/2017

Evidence of Completion

Attendance at training/conference.

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

Teachers will meet to discuss the progress of their training.

Person Responsible

Andrew Connolly

Schedule

Quarterly, from 10/10/2016 to 4/14/2017

Evidence of Completion

Meeting notes

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

Teacher observation and PLC meetings

Person Responsible

Andrew Connolly


Schedule

Quarterly, from 10/14/2016 to 4/14/2017


Evidence of Completion

Meeting notes.

G1.B2 Students are not prepared to be successful answering the rigorous types of questions that AP and IB ask. 2

 B231790

G1.B2.S1 Students will receive more practice involving the types of questions IB and AP ask, including past exams. 4

 S244553

Strategy Rationale

The more familiar students are with the types of questions they will see on the actual exam, the better they will score.

Action Step 1 5

Teachers will review rubrics with students and provide plenty of opportunities for practice using past exams.

Person Responsible

Andrew Connolly

Schedule

Monthly, from 8/26/2016 to 5/19/2017

Evidence of Completion

Lesson plans, copies of rubrics and assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Through teacher observations and PLC meeting discussions

Person Responsible

Andrew Connolly

Schedule

Monthly, from 8/26/2016 to 5/19/2017

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will use CFAs that resemble IB & AP exam questions to assess students on a regular basis.

Person Responsible

Andrew Connolly

Schedule

Weekly, from 8/26/2016 to 5/19/2017

Evidence of Completion

Results from CFAs; PLC meeting notes

G2. The percent of students scoring at a proficient level on the 2016-17 FSA Reading Assessment for 9th and 10th graders meet the target goal. 1

G087190

G2.B1 Low levels of student engagement 2

B231791

G2.B1.S1 Implement technology in the classroom as well as Kagan strategies to enhance student engagement. 4

S244554

Strategy Rationale

In today's digital age, students are more engaged when using technology and Kagan strategies are proven methods of increasing student engagement.

Action Step 1 5

Utilizing our digital learning team to help teachers implement technology in the classroom.

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 8/8/2016 to 5/17/2017

Evidence of Completion

Attendance roster

Action Step 2 5

Administration and teacher leaders received training on using Kagan strategies in the classroom.

Person Responsible

Ebony Jarrett

Schedule

Every 2 Months, from 8/8/2016 to 5/17/2017

Evidence of Completion

Attendance roster

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

PLC's to discuss implementation of best practices involving technology and Kagan strategies; design future PD around needs of staff for all barriers

Person Responsible

Ebony Jarrett

Schedule

Weekly, from 8/23/2016 to 3/16/2017

Evidence of Completion

Meeting agendas and notes

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

Classroom observations should show evidence of engaged learners

Person Responsible

Andrew Connolly


Schedule

Semiannually, from 10/21/2016 to 10/21/2016


Evidence of Completion

Lesson plans reflecting instructional strategies

G2.B2 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards **2**

 B231792

G2.B2.S1 Collaborative team planning and creation of common formative assessments. **4**

 S244555

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

Every 3 Weeks, from 8/8/2016 to 5/5/2017

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

Quarterly, from 8/15/2016 to 5/17/2017

Evidence of Completion

Lesson plans; Progress monitoring data

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 8/16/2016 to 5/18/2017

Evidence of Completion

Learning scale results, meeting notes, CFAs

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

Needs based PD for collaborative teams focusing on essential skills

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 8/23/2016 to 5/12/2017

Evidence of Completion

PD attendance roster; Lesson plans

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

Student response to learning opportunities

Person Responsible

Ebony Jarrett

Schedule

Every 2 Months, from 9/9/2016 to 5/12/2017

Evidence of Completion

FOCUS; results of CFAs and summative assessments

G2.B3 Poor academic performance for Q1 students **2**

 B231793

G2.B3.S1 Identify and monitor Q1 students; provide additional support in the classroom, before and after school; provide incentive field trips **4**

 S244556

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 10/12/2016 to 2/15/2017

Evidence of Completion

Field trip roster

Action Step 2 **5**

After-school reading tutoring

Person Responsible

Monica Pool

Schedule

Weekly, from 8/29/2016 to 5/12/2017

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Grade-level intervention teams will monitor and discuss progress of Q1 students

Person Responsible

Monica Pool

Schedule

Monthly, from 9/30/2016 to 5/19/2017

Evidence of Completion

Google Drive document with meeting notes.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Data analysis of Q1 students using progress monitoring results

Person Responsible

Andrew Connolly

Schedule

Every 2 Months, from 10/17/2016 to 5/19/2017

Evidence of Completion

Focus

G2.B4 Students lacking background knowledge, reading strategies, or fluency **2**

 B231794

G2.B4.S1 Increasing student depth of knowledge by utilizing online reading programs, diversifying classroom libraries, field trips (real and virtual), and guest speakers. **4**

 S244557

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 8/15/2016 to 5/19/2017

Evidence of Completion

Reading samples

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Teachers will give CFAs to progress monitor

Person Responsible

Monica Pool

Schedule

Monthly, from 9/30/2016 to 5/19/2017

Evidence of Completion

Sample CFAs, meeting notes, data from CFAs

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

PLC meetings

Person Responsible

Andrew Connolly

Schedule

Monthly, from 9/30/2016 to 5/19/2017

Evidence of Completion

Team meeting notes

G3. The percent of students scoring at a proficient level on the Algebra, Geometry and Algebra II End-of-Course Exams meet the corresponding target goals. 1

G087191

G3.B1 The struggle to teach every standard in depth prior to the EOC Exams beginning in April while continuing to spiral the learning goals from the beginning of the year through the end. 2

B231796

G3.B1.S1 District-wide curriculum framework development for Algebra, Geometry, and Algebra II. 4

S244559

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 so they have the best opportunity to learn all of the standards prior to the EOC Exam.

Action Step 1 5

Implementing Curriculum Framework developed over the summer.

Person Responsible

Richard Destefanis

Schedule

On 8/9/2016

Evidence of Completion

lesson plans; scope and sequence

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

Discussion of implementation of county frameworks at PLC meetings

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 8/16/2016 to 5/11/2017

Evidence of Completion

PD attendance roster; Lesson plans

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

CFAs and summative assessments

Person Responsible

Ebony Jarrett

Schedule

Monthly, from 8/30/2016 to 8/30/2016

Evidence of Completion

Focus; progress monitoring results

G3.B2 Differentiating instruction for students while also identifying learning gaps from previous years. 2

B231797

G3.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 and websites (Math Nation and Peason). Teachers organize students to interact with new knowledge, chunk content into digestible bites, preview, process, elaborate on new information, and reflect on learning. 4

S244560

Strategy Rationale

By differentiating instruction and filling learning gaps, student achievement will increase.

Action Step 1 5

At collaborative team meetings, teachers will identify student weaknesses through CFAs.

Person Responsible

Richard Destefanis

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

PLC meeting notes, CFA results data

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

Teacher observation, PC meeting notes

Person Responsible

Andrew Connolly

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Meeting notes

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

Teachers will create CFAs to progress monitor.

Person Responsible

Richard Destefanis

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Meeting notes and copies of CFAs will be provided.

G4. The percent of students scoring at a proficient level on the Biology End-of-Course Exam meet the target goal. 1

G087192

G4.B1 Multiple gaps in prior subject area knowledge. 2

B231800

G4.B1.S1 Require research-based instructional strategies for specific subgroups: Marzano & Kagan, concept mapping, holistic grading, inquiry approach and cooperative learning 4

S244562

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 8/22/2016 to 5/22/2017

Evidence of Completion

Lesson plans, collaborative team minutes

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

Discuss best practices

Person Responsible

Andrew Connolly

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Meeting notes

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

Common formative assessments

Person Responsible

Andrew Connolly

Schedule

Monthly, from 9/30/2016 to 5/26/2017


Evidence of Completion

CLT meeting notes, analyze CFA data

G4.B2 Low degree of self- efficacy when facing challenging tasks **2**

 B231801

G4.B2.S1 Organize students to interact with new knowledge Chunk content into "digestible bites" Have student record, elaborate, and represent new knowledge **4**

 S244563

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 8/19/2016 to 5/19/2017

Evidence of Completion

Student work samples, lesson plans, progress monitoring results

Plan to Monitor Fidelity of Implementation of G4.B2.S1 **6**

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

Person Responsible

Andrew Connolly

Schedule

Every 2 Months, from 9/30/2016 to 5/19/2017

Evidence of Completion

Student work samples; iObservation conferences

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Formative and summative assessments

Person Responsible

Andrew Connolly

Schedule

Every 3 Weeks, from 9/2/2016 to 5/19/2017

Evidence of Completion

Assessment results

G5. The percent of students scoring at a proficient level on the U.S. History End-of-Course Exam meet the target goal. 1

G087193

G5.B1 Academic pacing; scope & sequence 2

B231802

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

S244564

Strategy Rationale

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

Action Step 1 5

Collaborative Team Planning

Person Responsible

Ebony Jarrett

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

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

Quarterly, from 10/28/2016 to 10/28/2016

Evidence of Completion

Lesson plans, classroom observations, and student samples

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

CFAs and summative assessments

Person Responsible

Andrew Connolly

Schedule

Monthly, from 9/19/2016 to 5/26/2017


Evidence of Completion

Assessment results, PLC meeting notes

G5.B2 Testing format, rigor of assessment questions **2**

 B231803

G5.B2.S1 Teachers will familiarize themselves with the standards and the test-item specifications. **4**

 S244565

Strategy Rationale

For students to be successful on the EOC Exam, they must be familiar with not only the standards but also with the types of questions they will see on the exam.

Action Step 1 **5**

Use test-item specifications to create formative and summative assessments.

Person Responsible

Andrew Connolly

Schedule

Monthly, from 9/6/2016 to 5/19/2017

Evidence of Completion

PLC meeting notes; copies of assessments

Plan to Monitor Fidelity of Implementation of G5.B2.S1 **6**

Teacher observation and collaborative team meeting agendas

Person Responsible

Andrew Connolly

Schedule

Monthly, from 9/30/2016 to 5/19/2017

Evidence of Completion

Meeting notes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Teachers will analyze CFA results, compare with each other, share best practices

Person Responsible

Andrew Connolly





















Schedule

Quarterly, from 10/17/2016 to 4/21/2017

Evidence of Completion

PLC meeting notes, CFA results




IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
 G3.B1.S1.A1 A316662	Implementing Curriculum Framework developed over the summer.	Destefanis, Richard	6/6/2016	lesson plans; scope and sequence	8/9/2016 one-time
 G3.B1.S1.MA1 M328849	CFAs and summative assessments	Jarrett, Ebony	8/30/2016	Focus; progress monitoring results	8/30/2016 monthly
 G2.B1.S1.MA1 M328838	Classroom observations should show evidence of engaged learners	Connolly, Andrew	10/21/2016	Lesson plans reflecting instructional strategies	10/21/2016 semiannually
 G5.B1.S1.MA1 M328862	Lesson plans, classroom observations, and student samples will be analyzed.	Connolly, Andrew	10/28/2016	Lesson plans, classroom observations, and student samples	10/28/2016 quarterly
 G2.B3.S1.A1 A316659	Incentive field trips for Q1 students	Pool, Monica	10/12/2016	Field trip roster	2/15/2017 semiannually
 G2.B1.S1.MA1 M328839	PLC's to discuss implementation of best practices involving technology and Kagan strategies; design...	Jarrett, Ebony	8/23/2016	Meeting agendas and notes	3/16/2017 weekly
 G4.MA1 M328860	District progress monitoring assessments.	Connolly, Andrew	10/28/2016	County benchmark test results, data team meeting notes	3/31/2017 quarterly
 G1.MA1 M328837	CFAs and other assessments will be used to monitor the progress of the students throughout the year.	Connolly, Andrew	10/14/2016	Results from assessments; meeting notes	4/14/2017 quarterly
 G1.B1.S1.MA1 M328833	Teacher observation and PLC meetings	Connolly, Andrew	10/14/2016	Meeting notes.	4/14/2017 quarterly
 G1.B1.S1.MA1 M328834	Teachers will meet to discuss the progress of their training.	Connolly, Andrew	10/10/2016	Meeting notes	4/14/2017 quarterly
 G2.MA1 M328848	Attendance (20 Day) reports, teacher feedback, progress monitoring data analysis.	Connolly, Andrew	10/14/2016	Attendance Data, progress monitoring results	4/19/2017 quarterly
 G3.MA1 M328855	Administrator/Teacher conferences regarding observed classroom practices. Professional development...	Connolly, Andrew	10/12/2016	Lesson plans, PLC meeting notes, progress monitoring results	4/19/2017 quarterly
 G5.MA1 M328865	District progress monitoring	Connolly, Andrew	10/17/2016	Results found on Focus	4/21/2017 quarterly
 G5.B2.S1.MA1 M328863	Teachers will analyze CFA results, compare with each other, share best practices	Connolly, Andrew	10/17/2016	PLC meeting notes, CFA results	4/21/2017 quarterly
 G2.B2.S1.A1 A316656	Data driven instruction	Connolly, Andrew	8/8/2016	Progress Monitoring Data	5/5/2017 every-3-weeks
 G3.B1.S1.MA1 M328850	Discussion of implementation of county frameworks at PLC meetings	Jarrett, Ebony	8/16/2016	PD attendance roster; Lesson plans	5/11/2017 monthly
 G2.B2.S1.MA1 M328840	Student response to learning opportunities	Jarrett, Ebony	9/9/2016	FOCUS; results of CFAs and summative assessments	5/12/2017 every-2-months
 G2.B2.S1.MA1 M328841	Needs based PD for collaborative teams focusing on essential skills	Jarrett, Ebony	8/23/2016	PD attendance roster; Lesson plans	5/12/2017 monthly
 G2.B3.S1.A2 A316660	After-school reading tutoring	Pool, Monica	8/29/2016	Attendance rosters	5/12/2017 weekly
 G2.B1.S1.A1 A316654	Utilizing our digital learning team to help teachers implement technology in the classroom.	Jarrett, Ebony	8/8/2016	Attendance roster	5/17/2017 monthly

Martin - 0241 - South Fork High School - 2016-17 SIP
South Fork High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A2 A316655	Administration and teacher leaders received training on using Kagan strategies in the classroom.	Jarrett, Ebony	8/8/2016	Attendance roster	5/17/2017 every-2-months
G2.B2.S1.A2 A316657	Utilize evidence based preparation materials to ready students for FSA & EOC	Connolly, Andrew	8/15/2016	Lesson plans; Progress monitoring data	5/17/2017 quarterly
G2.B2.S1.A3 A316658	Needs based PD for collaborative teams focusing on essential skills; make a learning scale for use...	Jarrett, Ebony	8/16/2016	Learning scale results, meeting notes, CFAs	5/18/2017 monthly
G1.B2.S1.MA1 M328835	Teachers will use CFAs that resemble IB & AP exam questions to assess students on a regular basis.	Connolly, Andrew	8/26/2016	Results from CFAs; PLC meeting notes	5/19/2017 weekly
G1.B2.S1.MA1 M328836	Through teacher observations and PLC meeting discussions	Connolly, Andrew	8/26/2016	Meeting notes	5/19/2017 monthly
G1.B2.S1.A1 A316653	Teachers will review rubrics with students and provide plenty of opportunities for practice using...	Connolly, Andrew	8/26/2016	Lesson plans, copies of rubrics and assessments	5/19/2017 monthly
G2.B3.S1.MA1 M328842	Data analysis of Q1 students using progress monitoring results	Connolly, Andrew	10/17/2016	Focus	5/19/2017 every-2-months
G2.B3.S1.MA1 M328843	Grade=level intervention teams will monitor and discuss progress of Q1 students	Pool, Monica	9/30/2016	Google Drive document with meeting notes.	5/19/2017 monthly
G2.B4.S1.MA1 M328844	PLC meetings	Connolly, Andrew	9/30/2016	Team meeting notes	5/19/2017 monthly
G2.B4.S1.MA1 M328845	Teachers will give CFAs to progress monitor	Pool, Monica	9/30/2016	Sample CFAs, meeting notes, data from CFAs	5/19/2017 monthly
G2.B4.S1.A1 A316661	Diversification of reading materials and experiences to build background knowledge.	Pool, Monica	8/15/2016	Reading samples	5/19/2017 weekly
G3.B2.S1.MA1 M328851	Teachers will create CFAs to progress monitor.	Destefanis, Richard	9/19/2016	Meeting notes and copies of CFAs will be provided.	5/19/2017 monthly
G3.B2.S1.MA1 M328852	Teacher observation, PC meeting notes	Connolly, Andrew	9/19/2016	Meeting notes	5/19/2017 monthly
G3.B2.S1.A1 A316663	At collaborative team meetings, teachers will identify student weaknesses through CFAs.	Destefanis, Richard	8/22/2016	PLC meeting notes, CFA results data	5/19/2017 weekly
G4.B2.S1.MA1 M328858	Formative and summative assessments	Connolly, Andrew	9/2/2016	Assessment results	5/19/2017 every-3-weeks
G4.B2.S1.MA1 M328859	Review student work samples; Classroom observations; Student participation and engagement	Connolly, Andrew	9/30/2016	Student work samples; iObservation conferences	5/19/2017 every-2-months
G4.B2.S1.A1 A316666	Identify student weakness; Review progress monitoring data;	Connolly, Andrew	8/19/2016	Student work samples, lesson plans, progress monitoring results	5/19/2017 weekly
G5.B2.S1.MA1 M328864	Teacher observation and collaborative team meeting agendas	Connolly, Andrew	9/30/2016	Meeting notes	5/19/2017 monthly
G5.B2.S1.A1 A316668	Use test-item specifications to create formative and summative assessments.	Connolly, Andrew	9/6/2016	PLC meeting notes; copies of assessments	5/19/2017 monthly
G4.B1.S1.A1 A316665	Collaborative team planning, framework development	Connolly, Andrew	8/22/2016	Lesson plans, collaborative team minutes	5/22/2017 weekly
G1.B1.S1.A1 A316652	Teachers will receive training by the IB and AP programs.	Connolly, Andrew	8/8/2016	Attendance at training/conference.	5/26/2017 one-time
G4.B1.S1.MA1 M328856	Common formative assessments	Connolly, Andrew	9/30/2016	CLT meeting notes, analyze CFA data	5/26/2017 monthly

Martin - 0241 - South Fork High School - 2016-17 SIP
South Fork High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B1.S1.MA1  M328857	Discuss best practices	Connolly, Andrew	9/30/2016	Meeting notes	5/26/2017 monthly
G5.B1.S1.MA1  M328861	CFAs and summative assessments	Connolly, Andrew	9/19/2016	Assessment results, PLC meeting notes	5/26/2017 monthly
G5.B1.S1.A1  A316667	Collaborative Team Planning	Jarrett, Ebony	8/22/2016	Collaborative team minutes	5/26/2017 weekly

V. Professional Development Opportunities

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

G2. The percent of students scoring at a proficient level on the 2016-17 FSA Reading Assessment for 9th and 10th graders meet the target goal.

G2.B1 Low levels of student engagement

G2.B1.S1 Implement technology in the classroom as well as Kagan strategies to enhance student engagement.

PD Opportunity 1

Utilizing our digital learning team to help teachers implement technology in the classroom.

Facilitator

Digital Learning Community Leaders

Participants

Instructional Staff

Schedule

Monthly, from 8/8/2016 to 5/17/2017

PD Opportunity 2

Administration and teacher leaders received training on using Kagan strategies in the classroom.

Facilitator

Joe Shewmaker, Monica Pool, and Nicole SMith

Participants

Instructional Staff

Schedule

Every 2 Months, from 8/8/2016 to 5/17/2017

G2.B2 Lack of familiarity and comfort level of essential skills and knowledge associated with the Florida Standards

G2.B2.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 8/16/2016 to 5/18/2017

G3. The percent of students scoring at a proficient level on the Algebra, Geometry and Algebra II End-of-Course Exams meet the corresponding target goals.

G3.B1 The struggle to teach every standard in depth prior to the EOC Exams beginning in April while continuing to spiral the learning goals from the beginning of the year through the end.

G3.B1.S1 District-wide curriculum framework development for Algebra, Geometry, and Algebra II.

PD Opportunity 1

Implementing Curriculum Framework developed over the summer.

Facilitator

District leaders from summer institute

Participants

Algebra, Geometry, and Algebra II Teachers

Schedule

On 8/9/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will receive training by the IB and AP programs.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0241 - South Fork High School			\$5,000.00
2	G1.B2.S1.A1	Teachers will review rubrics with students and provide plenty of opportunities for practice using past exams.				\$0.00
3	G2.B1.S1.A1	Utilizing our digital learning team to help teachers implement technology in the classroom.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0241 - South Fork High School	School Improvement Funds		\$0.00
4	G2.B1.S1.A2	Administration and teacher leaders received training on using Kagan strategies in the classroom.				\$0.00
5	G2.B2.S1.A1	Data driven instruction				\$0.00
6	G2.B2.S1.A2	Utilize evidence based preparation materials to ready students for FSA & EOC				\$0.00
7	G2.B2.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
8	G2.B3.S1.A1	Incentive field trips for Q1 students				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Other		\$1,000.00
<i>Notes: Notes</i>						
9	G2.B3.S1.A2	After-school reading tutoring				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		\$1,000.00
<i>Notes: Notes</i>						
10	G2.B4.S1.A1	Diversification of reading materials and experiences to build background knowledge.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

Martin - 0241 - South Fork High School - 2016-17 SIP
South Fork High School

			0241 - South Fork High School			\$5,000.00
11	G3.B1.S1.A1	Implementing Curriculum Framework developed over the summer.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0241 - South Fork High School			\$5,000.00
12	G3.B2.S1.A1	At collaborative team meetings, teachers will identify student weaknesses through CFAs.				\$0.00
13	G4.B1.S1.A1	Collaborative team planning, framework development				\$0.00
14	G4.B2.S1.A1	Identify student weakness; Review progress monitoring data;				\$0.00
15	G5.B1.S1.A1	Collaborative Team Planning				\$0.00
16	G5.B2.S1.A1	Use test-item specifications to create formative and summative assessments.				\$0.00
					Total:	\$17,000.00