

Martin County School District

South Fork High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Positive Culture & Environment	0
Budget to Support Goals	0

South Fork High School

10000 SW BULLDOG WAY, Stuart, FL 34997

martinschools.org/o/sfhs

Demographics

Principal: Tim Aitken

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	51%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (55%) 2018-19: B (59%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	14
Title I Requirements	0
Budget to Support Goals	0

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>51%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>50%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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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. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every student at South Fork High School will graduate with their cohort, equipped with the skills to be college or career ready.

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 Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Aitken, Tim	Principal	
Thompson, Jaime	Assistant Principal	
Scott, Jacqueline	Assistant Principal	
Geiger, Edmund	Assistant Principal	
Thurston, Mercedes	Dean	
	Assistant Principal	

Demographic Information

Principal start date

Friday 7/1/2022, Tim Aitken

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

31

Total number of teacher positions allocated to the school

94

Total number of students enrolled at the school

1,812

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

18

Identify the number of instructional staff who joined the school during the 2022-23 school year.
17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	474	496	430	412	1812
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	72	121	144	190	527	
One or more suspensions	0	0	0	0	0	0	0	0	0	7	5	10	5	27	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	107	121	115	57	400	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	76	162	102	79	419	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	67	128	108	75	378

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	11	5	7	1	24

Date this data was collected or last updated

Sunday 9/25/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	577	500	480	446	2003
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	86	96	104	387
One or more suspensions	0	0	0	0	0	0	0	0	0	44	17	10	9	80
Course failure in ELA	0	0	0	0	0	0	0	0	0	56	40	33	15	144
Course failure in Math	0	0	0	0	0	0	0	0	0	62	50	43	18	173
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	134	115	91	35	375
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	84	134	91	14	323
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	3	0	3	15

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	577	500	480	446	2003
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	101	86	96	104	387
One or more suspensions	0	0	0	0	0	0	0	0	0	44	17	10	9	80
Course failure in ELA	0	0	0	0	0	0	0	0	0	56	40	33	15	144
Course failure in Math	0	0	0	0	0	0	0	0	0	62	50	43	18	173
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	134	115	91	35	375
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	84	134	91	14	323
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	3	0	3	15

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	57%	51%				58%	71%	56%
ELA Learning Gains	52%						53%	59%	51%
ELA Lowest 25th Percentile	41%						38%	55%	42%
Math Achievement	38%	41%	38%				55%	69%	51%
Math Learning Gains	47%						42%	52%	48%
Math Lowest 25th Percentile	51%						40%	46%	45%
Science Achievement	61%	44%	40%				71%	82%	68%
Social Studies Achievement	56%	47%	48%				76%	84%	73%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	70%	74%	-4%	67%	3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	78%	-2%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	75%	-24%	61%	-10%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	57%	65%	-8%	57%	0%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	16	41	53	25	36	56	24	22		95	18
ELL	8	32	32	11	30	44	23	21		89	25
ASN	88	79									
BLK	33	42	40	28	51	69	47	38		96	29
HSP	34	48	36	31	39	45	43	49		92	43
MUL	40	43		47			73			94	47
WHT	61	56	50	44	53	52	74	62		99	66
FRL	35	46	39	29	40	49	42	46		94	42
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	26	25	18	19	30	34	24		96	35
ELL	14	30	32	15	15	15	37	28		87	19

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	94	56					100				
BLK	28	41	41	24	16	21	53	40		96	22
HSP	32	37	36	23	18	22	50	45		92	41
MUL	55	33		23	30		80			100	58
WHT	62	51	40	48	22	23	71	69		99	73
FRL	34	38	39	26	18	19	53	52		95	41

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	37	32	29	33	31	37	46		95	30
ELL	18	26	23	36	29	35	37	42		66	33
ASN	94	73					90			100	90
BLK	45	54	52	29	39	55	59	69		97	25
HSP	40	39	28	43	35	30	57	63		76	47
MUL	61	57		38				83			
WHT	69	61	47	66	47	48	81	85		97	74
FRL	43	45	34	44	34	36	59	65		85	47

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	598
Total Components for the Federal Index	11
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

While proficiency in math and ELA have declined or stayed the same, percentage of learning gains have increased overall and notably for the bottom quartile in both areas. There has been a decrease in science and social studies achievement. ELL Achievement in ELA is at only 9% proficiency and math at 11% which is disproportionate compared to the district and the state. SWD have increased in the level 2 without a move to proficiency however there has been an increase of student making learning gains which saw an decrease in level 1 students from previous years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELL and SWD proficiency show the greatest need for improvement across all state tested categories.

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

Staff turn over in critical areas, gaps in the math and ela from COVID impacts, attendance, transient enrollment, family and student engagement in the school community and lack of engaging electives.

- Targeted interventions using research based strategies for ELL and ESE students.
- Training for instructional staff on culturally relevant teaching strategies.
- Meaningful and engaging elective options for students
- Tutoring that is intentionally planned with flexible grouping
- Student choice and voice in the classroom to address learning styles, disabilities, and language barriers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains in the bottom quartile for math has increased by 28% and overall learning gains by 27%. Increased student growth from level 1 to level 2 in ELA as well.

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

Targeted instructional frameworks in ELA, new reading class curriculum and resources with the introduction of Lexia in level 1 reading classes and IXL in level 2 reading classes. Developmental language classes, paraprofessional supports, support facilitation model, teacher training.

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

Targeted interventions in conjunction with the MTSS team and graduation specialists. Training for staff on ESOL strategies, LEP plans, and dyslexia strategies. Create an EDIC to survey student interests to engage them in their school community. IEP implementation training.

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

Monthly professional learning focus on interventions in the classroom to include student choice and voice and appropriate differentiation of instruction.

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

Creation of Literacy Leadership Team and Equity, Diversity and Inclusion Committee to discuss needs, resources and timelines. Incorporation of the school leadership team into decision making. Newly formed student services team focuses on at risk students through bi-monthly meetings allowing for problem solving approaches to teaching and learning.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

SWD and ELL student data shows a need to work on strategies that are research based and lead to growth.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SWD and ELL students will increase learning gains by 30% and proficiency by 10% as measured by state reading and math assessments.

Monitoring:

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

Student services team meets bi-monthly to review student success and make determinations on strategies, tutoring, check ins, and parent involvement to increase learning desired outcomes.

Person responsible for monitoring outcome:

Jaime Thompson (thompsj@martinschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

MTSS process couple with review from graduation specialist. Focused professional development on strategies for ESE and ELL students in the classroom that teachers can readily implement.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Through teacher survey, they have identified a need for strategies that are specific for these sub groups of students. A large number of new teaching staff this year also indicates a need for understanding high yield strategies.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Teachers and Students

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

A healthy school culture is critical to a successful learning environment. Both teachers and students need to feel like they are in a safe environment for teaching and learning to exist. Having voice in the culture of the school is important to a sense of belonging and team decision making for a campus.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Teacher attendance and retention will increase by 15% from last year. Student attendance will increase by 5% from last year

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Newly formed Equity, Diversity and Inclusion committee seeks to gain input from teachers and students to ensure all stakeholders feel included as a part of the school community. Working on student surveys to increase engagement in the classroom, relevant course offerings, and events that are all inclusive.

For teachers, the Bulldog Proud Committee was formed with the intention of celebrating teachers and creating events that instills pride in the workplace.

Person responsible for monitoring outcome:

Janice Cizek (cizekj@martin.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Creating a culturally relevant classroom and workplace increases student and staff attendance and creates a positive school environment.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order for a school to remain inclusive of their staff and students, they must often ask what is needed by the school community and create an environment where it is safe to do so.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Graduation

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

School grade comes from a number of factors that include grad rate and college and career acceleration.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SFHS graduation rate will increase to 98%, IB diploma rate to 95%, retention and recruitment of IB program will improve, College and career readiness percentage will increase 10%

- Graduation Rate:
1. Monitor EWS
 2. Monitor teacher data
 3. Conduct Data dialogues (teacher & student)
 4. Communicate
 5. Targeted Interventions

- IB Diploma:
1. Enculturate in pre-IB program
 2. Improve teacher training
 3. Appropriately place students based on success and acumen
 4. Oversight & Accountability

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- College & Career Readiness:
1. Insure Opportunities
 2. Promote methods for students to be appropriately prepared to be tested
 3. Promote Value of programs
 4. Audit students without C&C points

- Reduce Attrition:
1. Reflective analysis of IB Brand with stakeholders
 2. Survey Population
 3. Improve Pre-IB program
 4. Recruit teachers
 5. Targeted professional development - staff and students
 6. Listen

Person responsible for monitoring outcome:

Tim Aitken (aitkent@martinschools.org)

Evidence-based Strategy:
Describe the

Targeted early intervention strategies facilitated by district and site level graduation coaches. Partner Administrators with Guidance Counselors based on alphabet to regularly review student progression on critical performance

evidence-based strategy being implemented for this Area of Focus.

indicators. Ongoing audit of teacher planning, communication and rigor alignment. Conduct stakeholder focus groups to evaluate SWOT of IB program. Analyze gaps in student schedule to increase opportunity for C&C readiness.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.

In order for a student to graduate they must meet all graduation requirements

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Instructional Practice specifically relating to Student Engagement

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Student engagement to increase attendance, access to curriculum and instructional strategies that are research based.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Math and ELA state assessment proficiency will increase by 7% in both areas.

Monitoring:

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

Regular intervals of standards based assessments (site and district created), ongoing data evaluation in CLT

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

CLT, CQA tests, Academic Boot Camp, common planning, Post Assessment Review Process reflection after testing, student success weekly meetings (MTSS), increased tutoring options

Staff PD on student engagement strategies

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Short term cycle allow intentional remediation, data dialogue offers targeted investigation into student progress yielding opportunity to effectively plan and design support. Increased collaboration time and expectation supports collective approach to lesson design and increased oversight of student success, coupled with standard aligned teacher created activities.

Increased cooperative learning opportunities lead to higher engagement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

NA

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

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 phone calls for important events in Spanish as well as English. We publish a semester newsletter to our families called the Bulldog Bark. Many faculty members stay in touch with parents via email and email newsletters. Our school website is regularly updated with vital dates, times, and information. Since being quarantined in the spring of 2020, we have relied heavily on our social media presence including Facebook, Instagram, twitter, remind and the suite of google products. We offer a freshmen orientation prior to the beginning of the school year, which allows students to ride the bus to school where they are introduced to administration, 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. In addition to our monthly SAC meetings held at South Fork, we typically hold one meeting in one of two local communities, Indiantown or Hobe Sound, so they are more accessible to more of our parents. Our SAC team is a microcosm of our school population, we rely on the SAC team to assist in our allocation of resources as well as to offer input of our community's priorities. We also hold parent-teacher conferences in Indiantown 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. Our ELL department is always working with our teachers to make calls home to parents who speak other languages. Our district database program (FOCUS) includes an on-line gradebook program, which allows parents to monitor their child's progress throughout the school year.

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

There are multiple singular and group stakeholders that play a vital role in helping to promote the positive culture and environment at South Fork High School. The administrative team helps to promote this positive culture and environment through one-on-one meetings with staff members during which staff members can offer feedback and discussion, team leader meetings to help promote shared leadership ideals like collaborating on upcoming activities, sharing ideas, and providing feedback to improve aspects of the school's day-to-day functions, and through coaching of new teachers and mentoring teachers who have taught at the school less than three years. The teachers help to promote positive culture and environment through an school emphasis of building relationships, participating in the school's Positive Behavioral Interventions and Supports program, and by supporting new teachers through the mentoring program

spearheaded by the administration team. Students are regularly invited to give feedback on how to improve the culture and environment at the school through student focus groups and student advisory roles in various school team/programs/committees/etc. Students also collaborate with each other to promote a positive culture and environment through the Student Government which works to promote school spirit, community, and positive behaviors. Students can also collaborate via multiple student groups and/or clubs through the Career and Technical program, Music program, and/or or Athletics: almost each pathway at South Fork High School is paired with a student group that works to lead their peers in promoting school spirit and fostering the short term and long term goals of their individual, specific program as well as those of the school. Parents regularly meet to help promote positive culture and environment, whether through serving in advisory roles on various committees, meeting with parent committees such as Boosters, etc., and volunteering their time to support programs at the school. Parents in these roles collaborate, provide feedback, and provide support for the school culture.