

Sarasota County Schools

Sarasota High School



2016-17 School Improvement Plan

Sarasota High School

1000 S SCHOOL AVE, Sarasota, FL 34237

www.sarasotacountyschools.net/sarasotahigh

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	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Sarasota High School is dedicated to providing a culturally, socially, and intellectually diverse student population with an education that will allow them to be successful in today's ever-changing society. Creating a learning environment that is challenging, relevant, and active is essential to ensure our students are equipped for success in their post-secondary pursuits. In doing so, we aim to develop in each student the skills of leadership, accountability, and self-reliance that are essential to become a productive citizen.

b. Provide the school's vision statement

To Teach, Challenge, Support, and Inspire

2. School Environment

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

Sarasota High has implemented an advisory period called TAP to allow teachers and students to get to know each other and to allow students to have another adult that they can seek out if needed.

SHS has a variety of clubs and extra-curricular activities in which students interact with classmates and staff in non-classroom situations. Staff actively encourages every student to participate in at least one extra-curricular activity.

SHS recognizes student achievement through our CREST program. Students who have earned a 3.0 gpa or above and students who have raised their gpa by 0.5 or more are celebrated in a variety of ways which may include: spirit T-shirts, food and drinks, and entertainment to show how proud we are of them and their accomplishments.

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

Before, during, and after school we make sure that Administrators and other faculty are visible. This visibility ensures that students feel comfortable and safe when they are on our campus and it also allows us to form relationships with students that we otherwise wouldn't have met. Teachers are directed to be at their doors during transitions to greet their students and provide supervision in the hallways.

There are five Security monitors who are trained in monitoring procedures and expectations. The School Resource Officer (SRO) supports administration and the security team to enforce high standards for student behavior on campus. SHS adheres to regular emergency safety drills to ensure our staff and students are prepared in an emergency.

Additionally, we offer free after school teacher-facilitated tutoring sessions for all students who are interested in academic support.

After school, the admin team provides active supervision.

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

Sarasota High has a behavior management plan that all administrators and teachers follow which is clearly posted in every classroom. Teachers share this information with their students at the beginning of the year and throughout the year when needed. This consistency and transparency leads to fewer incidents during the school day and less instructional time lost.

At the beginning of the year, all of the administrators provide an overview of expectations and procedures for students, with an emphasis on how we create an environment of respect and rapport for all staff and students. The PBS program is being reviewed for quality of implementation.

Physical aggression and bullying incidents are taken very seriously, which we highlight in our expectations overview, along with steps to take and who to seek out should concerns arise.

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

Sarasota High's Guidance department is highly qualified and always make themselves available for any students that are in need of counseling or just to lend an ear. If they feel that the student needs to be referred elsewhere, they utilize one of our contacts for mentoring or any other service they feel would best suit the student's needs.

SHS supports multiple opportunities for students to participate in mentoring programs which include Y Achievers, Y Mentoring, Unidos Now, BIGS - Decisions to Win, First Step Counseling, and Take Stock In Children.

The admin team's strong collaboration with our behavior specialist, district personnel, and outside agencies works to assist the needs of our students and families. The school has invested in a full-time First-Step counselor who works on the SHS campus. Partnerships with ADAP and Teen Court provide interventions for students at-risk.

3. Early Warning Systems

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

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

Sarasota High School has established a process whereby we continually review student progress on a variety of levels:

Attendance- Monthly attendance reports are reviewed and processes have been established to connect with students who display excessive absence. This could mean calls and letters home, visits by our school social worker, meetings with counselors/administrators, or ultimately referral to our School Wide Support team for evaluation. Our truancy worker assists in making sure these interventions are applied.

Suspensions- Suspension data is reviewed and discussed amongst administration. Repeat offenders are counseled, parent conferences held, alternative disciplinary practices established. Meetings with teachers to define clear behavior expectations and consequences is key.

Course Failure- At risk students are discussed by admin team members and individual schedules are developed with individual needs in mind. Remediation opportunities are established and emphasized,

communication with families critical, and a positive incentive program (CREST) developed. Students are progress monitored and admin works with teachers to ensure appropriate interventions are being utilized based on progress monitoring results. A summary of report card grades by teacher are reviewed quarterly to assist students and teachers with reaching academic goals.

Level 1-Math/ELA - Progress monitoring takes place and we assess improvements, celebrate successes, and adjust instruction according to benchmark results. All remediation opportunities are exhausted to ensure success. We established an intensive math course, an algebra course for repeat students, and developed small class sizes for algebra 1B students while maintaining our intensive ELA courses at the appropriate levels.

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	93	122	117	109	441
One or more suspensions	0	0	0	0	0	0	0	0	0	34	33	40	24	131
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	72	70	51	3	196
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	184	273	181	38	676

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	0	0	0	0

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

Sarasota High School has established a process whereby we continually review student progress on a variety of levels through our SWST process.

Sarasota High School works with the District Data Analysis and Reporting Manager to obtain graduation cohort data with Project 10. This detailed report allows school personnel to monitor "at-risk" students' progress. Interventions are implemented to support student improvement, and may include individual conferencing, ESE/ESOL liaison support, contact with guidance counselors, parent conferences, mentoring, School-Wide Support Team meetings, ACT/SAT Prep, and Teacher Advisory Assistance.

SWST meetings are held weekly to monitor all aspects of student success including academic progress, attendance, and behaviors. Teachers use research-based instructional strategies for all Tier I and Tier II students. Progress-monitoring data is utilized to help determine if the applied strategies and interventions are successful. Students needing additional Tier II support are discussed during collaborative sessions. Students who remain unresponsive to Tier II interventions are discussed at the SWST meetings where additional strategies and support are considered. The school psychologist and social worker assist to coordinate services on or off campus.

B. Family and Community Engagement

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

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. § 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 (PIP), which is available at the school site.

2. Description

Sarasota High firmly believes that open lines of communication are key to building positive relationships with all stakeholders involved with the education process, most importantly of which are parents and families of our students. We continually remind teachers to utilize all tools at their disposal to keep in touch with families regarding their child's progress whether it be positive or negative. Administration utilizes a program called Connect-Ed to send out phone calls to inform parents of events going on at the school or just a quick reminder of expectations of the school. The principal utilizes a blog on the school's website to inform parents of updates on the school year. Teachers also utilize the Teleparent system to notify parents about their child's progress in class. Parents may access their child's attendance and grades in "real time" using the parent portal. The school newspaper, The Sarasotan is published quarterly to share school news and current events. In addition, more of our teachers and clubs are utilizing the remind.com app that sends text messages to those that sign up.

SHS has multiple programs and events that could not happen without the support from active parent groups. For example, communities such as AICE and MaST, the Drama Guild, Band, Athletics, are just a few that provide intellectual, social, physical, and emotional opportunities for student growth.

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

Due to the size of our school it is imperative that we work with local business partners to support staff and students on our campus. We do this by seeking out partners for specific items such as our CREST celebration, recognizing student achievements, or any other events we host for students and families. There are also times when the community comes to us and offers services or materials to support staff and students. For example, MAST mentors assist students with their research projects, and we have collaborated with Mote Marine to support student learning. Maintaining these partnerships are key to our support of staff and students and we are gracious of their help. Often times, SHS alumni will offer their support to our school by sharing their training and expertise, experiences they learned in high school that made a difference for them, and new and unique opportunities for our students as a way of giving back to the community that supported them.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Jones, David	Principal
Rumph, Greg	Assistant Principal
Massengale, Jamie	Assistant Principal
Schenk, Merlin	Assistant Principal
Moyer, Becky	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

David Jones – Principal; Provides overall leadership, prepares and manages the school's budget and allocated resources, and administers a comprehensive program of instructional and support services to establish and maintain a safe, caring, and enriching environment that promotes student success. Member of SAC.

Greg Rumph, Jamie Massengale-Lowicz, Becky Moyer, Merlin Schenk - Assistant Principals; Assists the principal with administrative and instructional functions to meet the educational needs of students and carries out the mission and goals of the school and district.

Literacy Leadership Team (LLT) Members;

The LLT monitors the literacy initiatives of the school. The team reviews the literacy plan for the school year to determine the needs for professional development with a focus on the Florida Standards and Depth of Knowledge (D.O.K.) complexity levels.

SAC Members;

SAC members serve in an advisory capacity to enhance school site decision making, to assist in the preparation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds pursuant to Florida Statute 1001.452.

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

MTSS meetings are held weekly to monitor all aspects of student success including academic progress, attendance and behaviors. Teachers will use effective researched-based instructional strategies for all tier 1 and 2 students. Student performance data will be utilized to help determine if the applied strategies and interventions are successful. Students needing additional tier 2 support will be discussed during collaborative sessions. Students who remain unresponsive to level 2 interventions will be discussed at the MTSS meetings where additional strategies and support will be considered. The school Psychologist and Social Worker will assist at these meetings to help coordinate services on and possibly off campus.

The percent of Sarasota High students who qualify for free and reduced lunch remains at 45%. The School District's Food and Nutritional Services provides healthy breakfasts and lunches every school day.

The District provides a psychologist, social worker and truancy worker that all provide services for a cluster of schools. SHS has partnered with First Step of Sarasota and the Department of Juvenile

Justice to provide our students with additional resources and diversion programs.

There are several student services provided on campus that are made possible through Federally funded programs. The IDEA Title VI - B supports many of our special needs children by providing additional teachers, classroom aides, exceptional student service aides, and interpreters when needed. We also have the services of a Transition/ Employment Trainer who works with some of our more severely challenged students to help provide job skills and on-the-job training so that these students are better prepared to live independent meaningful lives.

There are Perkins funds that assist with the Career and Technical education programs. These funds help provide the support for training and fees so that many of the students will attain Industry certifications that will help them be better prepared for college as well as the work force. The combination of Federal, State and Local funds work in conjunction to provide the students services and opportunities for a well rounded experiential based education.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Susan Finlay	Parent
Jennifer Blasdel	Teacher
Jane Bell	Education Support Employee
Erin Boudreau	Student
Damian Rodriguez	Student
Patricia Arvin	Business/Community
Melissa Dunlap	Business/Community
Hallie Zagrocki	Teacher
Matt Hinman	Student
Todd Morton	Parent
Gaston Spires	Business/Community
David Jones	Principal
Edna Sherrell	Teacher
Terri St. John	Teacher
James Studebaker	Parent
Merrill Garlington	Student
Carolyn Braune	Parent

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 SAC members reviewed last year's school goals and student performance data. Based on the data, school progress in reading, writing, math, and science were discussed.

An EOC Data Comparison for 2015 and 2016 results showed the following:

60% of students were proficient on their ELA exam as compared to 55% the year before.

57% of students were proficient on their math EOC exam as compared to 53% the year before.

71% of students were proficient on their science EOC exam as compared to 71% the year before.

77% of students were proficient on their US History exam as compared to 71% the year before.

77% of students graduated from SHS as compared to 76% the year before.

b. Development of this school improvement plan

Members of the School Based Leadership Team (SBLT) reviewed our school performance data. Using the 8 step Planning and Problem Solving process, SAC members agreed on school goals and strategies that were reviewed by administration and the SBLT. SAC members reviewed areas for improvement, barriers the school may encounter, and ways to try to overcome them. The SBLT used those priorities to develop strategies that would help mitigate the perceived barriers. Methods and resources to implement the strategies were identified. After further discussion, the SBLT selected the strategies to implement and the methods to be used to monitor and evaluate the progress. The SAC members reviewed their budget to determine how funds would be utilized to support school improvement activities.

c. Preparation of the school's annual budget and plan

The Sarasota County School Board (SCSB) provides a detailed budget to schools based on student enrollment and school programs. The school's annual budget is reviewed with staff and SAC. SAC assists in the preparation and evaluation of the school improvement plan, and provides input on the budget and the use of school improvement funds pursuant to Florida Statute 1001.452.

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

The School Advisory Council will assist with the implementation of the School Improvement Plan and Positive Behavior Support activities. The carry over balance for SAC is @ 8,033.36. There have been no new funds added for school improvement this school year, which means that SAC will need to prioritize spending decisions based on a significantly lower budget. The projected expenditures for the school year include the following: After-school tutoring, Student recognition and celebrations, Teacher resources to support the instructional program, and Professional Development.

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
Massengale, Jamie	Assistant Principal
Barresi, Gina	Teacher, K-12
Karas, Stella	Teacher, K-12
Berkey, Dean	Teacher, K-12
Volz, Ed	Instructional Coach
Singleton, Christina	Teacher, Career/Technical
Bennett, Courtney	Teacher, K-12
Dweck, Melissa	Teacher, K-12

b. Duties

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

1. The Literacy Leadership Team is a highly functioning, collaborative entity that creates, facilitates, and monitors the literacy initiatives at Sarasota High School. The team continuously reviews the literacy plan during the course of the school year to gauge its effectiveness, and will make modifications as needed.

Through professional development, the LLT keeps abreast of the shifts from Common Core Standards to Florida Core Standards in an effort to bridge the school's literacy plan with current benchmarks and best practices. All SHS teachers continue to "unpack" or "deconstruct" the standards so that students are well prepared to meet the challenges of the statewide Florida Standards Assessments, EOCs, and/orLEOCs.

2. The Literacy Leadership Team will broaden it's scope this year to focus on Accountable Talk and Standards-Based Instruction, while continuing to target Academic Vocabulary. In addition, the team is working on disaggregating data to close the achievement gap for all students not making learning gains.

3. The Literacy Leadership Team attends District and State training sessions, which fosters a deep understanding of Florida Core State Standards (LAFS) and research-based instructional strategies.

4. The Literacy Leadership Team develops and facilitates school-based professional development workshops relating to Webb's Depth of Knowledge (DOK), Accountable Talk, Differentiated Instruction (DI), Standards-Based Instruction, and Academic Vocabulary to provide opportunities for staff to reflect and improve upon instructional practices and delivery.

5. The Literacy Leadership Team will facilitate monthly strategy sessions, entitled "Chips and Chat". These sessions are developed and led by instructional leaders from varying content areas, who model best practices and strategies that can be incorporated immediately into any classroom.

6. The Literacy Leadership Team will provide teachers with take-aways and consumables, both in paper and electronic formats, to support literacy instruction in the classroom.

7. Literacy Leadership Team members assist in data disaggregation during collaborative meetings, including PLCs, department meetings, and faculty meetings. The LLT maintains an ongoing focus on bottom quartile Reading students. The LLT analyzes PERT, FSA, EOC, LEOC and Achieve 3000 data to assist in the development of school-wide progress monitoring assessments.

8. The Literacy Leadership Team incorporates Differentiated Instruction strategies into collegial literacy lessons and professional development events for all staff. The LLT masterfully models D.I.

strategies, and encourages staff to incorporate said strategies into their lessons so as to meet the diverse learning needs of all students.

D. Public and Collaborative Teaching

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

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

Administration supports and protects collaborative planning time for teachers. The master schedule was developed with district support to allow teachers to have a common planning period with other teachers who teach the same subjects. At the beginning of the school year, a schedule for meeting dates and times is established with self-selected groups of teachers. Teachers volunteer to facilitate the weekly meetings. The facilitator develops the agenda using teacher-generated topics and maintains meeting documentation using a simple checklist. Collaborative planning groups set goals for the school year. Collaborative planning is instructionally-focused, data-driven, and tied to effective instructional practices. This activity is supported by the Teachers Union and the Collective Bargaining Agreement which specifically states weekly expectations. Collaborative planning support members (testing coordinator, ESE Liaison, ESOL Liaison, school counselors, administrators, and district specialists) may attend meetings as a resource. They may also request topics to be added to the agenda.

Collaborative Planning Activities include:

Reviewing Florida Standards and Instructional Focus Guides (IFGs)

Analyzing formative and summative assessment data for lesson planning

Developing common assessments

Analyzing student work products

Planning academic and behavioral interventions through the SWST process

Analyzing progress-monitoring data to develop lessons for student mastery

Sharing high-impact instructional strategies which may include differentiated instruction, technology, depth of knowledge (D.O.K.), etc.

Professional Learning Communities (PLC) minutes and products are submitted to the supervising administrator for each department.

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

1) The Interview Process and Recruitment of High Quality Staff occurs in an ongoing fashion through the year whenever positions are posted. Persons Responsible: Administration in collaboration with Department Chairs and Instructional Staff.

2) High Quality Professional Development Opportunities will be ongoing throughout the school year. Persons Responsible: Administration, District Support, Literacy Leadership Team.

3) Professional Learning Communities (PLCs) meet weekly throughout the school year to support high quality instruction and instructional staff. Persons Responsible: Teacher Facilitators, Teachers, and Administrators.

4) Individual Professional Development Plans (IPDPs) are developed by teachers and aligned with the SIP. The IPDPs are reviewed throughout the year by administrators. Persons Responsible: Teachers and Administrators.

5) New Teacher Mentoring program (Sarasota County Induction Program - SCIP) provides supports to newly recruited high quality staff. Mentors and mentees meet regularly and complete a portfolio of

activities throughout the school year. Persons Responsible: SCIP Mentor Coach, Administrative support, trained SCIP Mentors, District Support.

6) District Professional Development in required ESOL and Reading Endorsement/Certification areas is offered at no charge to any new or out-of-field teachers. Persons responsible: District Curriculum Specialists and Instructional Coaches.

7) Classroom Observations, Collaborative Administrative Walk-throughs, and High Quality Feedback are provided throughout the year. Persons Responsible: Administrators, Teachers, District Technology Support.

8) Data Meetings with teachers and supervising administrators - There is a school-wide focus on benchmark assessment data, formative assessments, and bottom quartile progress monitoring. Administrators are each assigned departments and meet with and monitor data, at-risk cohorts, and guide teachers through data driven meetings. Persons Responsible: Testing Coordinator, Department Chairs, Administrators, Teachers.

9) Positive school culture and climate as evidenced by survey makes this a desirable place to be. Persons Responsible: Administration, Staff, Students and Parents

10) Book Study for all teachers builds a culture of reflection and action planning.

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

The purpose of the Sarasota County Induction Program (SCIP) is to provide New Hires with support for professional growth through mentorship. The requirements of the program are aligned with the PRIDE (Professional Rubric Investing and Developing Educator Excellence) teacher evaluation tool. Mentors are not involved in the evaluation process. Instead, their role is to help new hires become familiar with the vocabulary, skills, and behaviors of PRIDE and how to use data to drive instruction. The SCIP mentoring program is the foundation for our school site mentoring program.

SCIP Mentors must have:

- Successfully completed PRIDE Teaching for Success course offered by the district
- Principal approval
- Minimum 3 years successful teaching
- Teacher leadership qualities
- Exemplary instructional skills
- A commitment to the service of mentoring

Mentor: Mentee: Subject area:

Susan Graham Ken Middleton ESE IND

Susan Graham Scott Shepard JROTC

Laurie Saslow Michael Brazil Science

Dean Berkey Stephen Terry Music

Dean Berkey Luis Miranda Science

Dana Wells Deanna Miller Math

Dana Wells Lauren Lumley Math

Jennifer Loomis Karla Maddox English

Stella Karas Shane Ahles Social Studies

Nina Singleton Michael Tierney ESE Math

David Oness Rebecca Paquette ASL

Shannon Nelson S Ross Janeiro ESE Language Arts

Hallie Zagrocki Daniel Santiso Science

Rationale for the pairings:

Whenever possible, the mentor is in the same curricular department as the mentee so as to provide not only school level support, but curricular support as well. Mentors are all recommended by the Principal and are selected as leaders on campus. They are skilled, experienced and successful classroom teacher leaders.

Planned Mentoring Activities:

Mentors and mentees are provided an extra duty day to meet and begin learning school policies and expectations. Mentors will meet with their teacher during back to school, in-service week and during planning or before and after school weekly during the first few months to explain campus policies and procedures. Mentors and mentees will meet at least once per quarter to review new teacher responsibilities including the New Teacher Portfolio. Mentees are given opportunities to observe other teachers (when possible). Supervising administrators will meet with mentors and mentees periodically throughout the year. Newly hired teachers, (Category 1's) will complete a first twenty days, mid-year, and end of year PRIDE evaluation tool which is part of the Teacher Evaluation System (TES). Mentors and mentees work through a pre-designed program provided by the district to support collaboration and acclimation during the teacher's first year.

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

Language Arts Florida Standards (LAFS) and the Mathematics Florida Standards (MAFS) continue to be reviewed with the staff on an on-going basis. Since the initial training, departments collaborate in Professional Learning Communities (PLC's) to focus on Standards-Based Instruction. English/ Language Arts (ELA) teachers have become familiar with the newly adopted textbook, and continue to discuss ways in which the materials can be used to implement the LAFS.

The District Curriculum Specialist for ELA continues to offer support and professional development on the newly adopted textbook. Additionally, the District has purchased site licences for Achieve 3000, which provides on-line differentiated instruction that engages struggling readers in non-fiction content while supporting the core curriculum.

In Social Studies, in order to meet the reading and writing requirements of the new standards, teachers are continuing their implementation of Document Based Questioning (DBQ's), which incorporates close reading, discussion, and writing about complex topics.

Literacy strategies are being provided and modeled for all staff, as we continue our emphasis on text-based writing and Depth of Knowledge. CCR Consultants continue to support school and district personnel in professional development focusing on Accountable Talk, Standards-Based Instruction, and Academic Vocabulary.

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

Teachers meet in Professional Learning Communities (PLC's) to collaborate and review assessment data. Benchmark assessments are used to target achievement gaps and differentiate instruction. Students who have not passed the state reading assessments are placed into Intensive Language Arts classes. Sarasota High School also offers Cambridge AICE advanced courses and AP courses to challenge high-performing students.

Sarasota High School works with the District Data Analysis and Reporting Manager and USF's Project 10 to obtain graduation cohort data. This detailed report allows school personnel to monitor "at-risk" students' progress. Interventions are implemented to support student improvement, and may include credit recovery, individual conferencing, ESE/ESOL liaison support, contact with guidance counselors, parent conferences, mentoring, School-Wide Support Team meetings, ACT/SAT Prep, and Teacher Advisory Assistance.

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: After School Program

Minutes added to school year: 3,000

Free after-school tutoring is available to all students for one hour, twice a week.

Strategy Rationale

Additional time and attention from highly qualified teachers will maximize student achievement in the classroom and on end of year state-assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Moyer, Becky, becky.moyer@sarasotacountyschools.net

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

During PLC work, teachers analyze the benchmark assessment and FSA data to compare their knowledge of the students' baseline skills and all the learning activities, including after-school tutoring, that preceded the exam scores. The more time on task dedicated to mastering the FSA standards will result in higher EOC exam scores.

Strategy: Summer Program

Minutes added to school year: 2,880

Students who have failed a core course during the regular school year have the opportunity to retrieve credit during the summer in order to meet graduation requirements through the APEX program.

Strategy Rationale

Additional time and attention from certified instructors will increase the likelihood for at-risk students to meet graduation requirements.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schenk, Merlin, merlin.schenk@sarasotacountyschools.net

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

Credits earned during the summer.

Strategy: After School Program

Minutes added to school year: 2,520

Students who have failed a core course during the regular school year have the opportunity to retrieve credit using the APEX program after school prior to the end of the school year in order to meet graduation requirements.

Strategy Rationale

Additional time and attention from certified instructors will increase the likelihood for at-risk students to meet graduation requirements.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Massengale, Jamie, jamie.massengale@sarasotacountyschools.net

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

Credits earned during the after school APEX program (Tassel is worth the Hassle)

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. § 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

In early Spring, Sarasota High School will hold a Student, Parent Information Night (SPIN). This event allows eighth grade students to visit the high school and receive information on the many different programs and courses that we offer. They can also visit different booths that are hosted by our many clubs and extra curricular programs. Administrators, Guidance Counselors, and Teachers are available to answer questions that the student and parent may have.

After our SPIN event, counselors visit incoming ninth grade students at the feeder middle schools in the spring before moving into high school. Students are again given information on the various programs at Sarasota High School. Students then may register for academic classes as well as career tracks in any of the CTE programs. Articulation with middle school guidance occurs to communicate the opportunities available at SHS.

Guidance staff encourages students to participate in the ACT, SAT, and/or PERT early in their junior year. Students are provided with practice test questions and several resources on being college ready through CollegeBoard and ACT organizations. Counselors link students to resources both in and out of school to help with test preparation and study skills.

Counselors hold one-on-one interview meetings with all senior students. The counselors promote and attend the annual Sarasota County College Fair held in September for students and parents. SHS hosts a Financial Aid Night in September, a College Goal event in October to increase the FAFSA completion rate, and a College and Career presentation in February for students and parents. Bright Futures and other scholarship information is shared in these forums. A variety of college and university admissions representatives visit SHS to speak with students throughout the year.

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

Sarasota High School counselors meet with students on a regular basis, from the time they enter 9th grade until graduation, to help students choose classes in their areas of interest. Academic performance, attendance, and test proficiency are taken into consideration as students are steered toward College prep classes, our AICE program, vocational exploration and/or job opportunities. Sarasota High also has a staff member in our college resource/career room who helps students find specific post high school placement opportunities in their chosen fields. This resource room is crucial for our student success and those who take advantage of the available materials can also find scholarships and other funding to pursue their post secondary goals. Students can go online using various search engines for both career planning and advice about connecting their interest with a complementary career. In addition to these resources we also have colleges, our local technical college, and the armed forces regularly on campus to ensure our students know all of their options after they graduate.

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

Sarasota High School has established courses focused on career options for students. Sarasota Career and Technical courses and Suncoast Technical College programs directly connect high school subject areas to post secondary options and industry certifications.

Students at Sarasota High School can earn 13 different industry certifications from 8 different areas through our on campus CTE programs. The following are the programs and the certifications that students can earn in each program:

Health & Fitness=Certified Electronic Health Records Specialist
Culinary Arts=ServSafe

Applied Engineering Technology=Solidworks and MSSC Certified Production Technician
Web Development=Microsoft Office and Adobe Dreamweaver & Flash
Digital Design=Microsoft Office and Adobe Photoshop
JAVA Development & Programming=Microsoft Office and Oracle Certified Associate

Students may enroll part time at Suncoast Technical College during their Junior and Senior year if they meet academic requirements. The programs are available to Sarasota High School students at no charge.

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

Sarasota High School's CTE instructors include assignments, projects, and assessments that incorporate reading and writing learning activities. In addition, CTE courses involve the use of technology including Microsoft applications as well as web-based and software tutorial packages that consistently include mathematical calculations, problem solving, and analysis. Engineering courses have a direct integration with scientific concepts, especially physics. Collaboration with other departments is frequent, most notably in the area of technology, where CTE courses have provided students with extensive training in the preparation of reports, graphs, and presentations. SHS has formed a relationship with Embry-Riddle University to allow our students to earn college credit in Engineering.

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

SHS encourages students to enroll in AP, AICE, and dual-enrollment courses so that more students have opportunities for accelerated coursework. Our guidance staff advises students who are willing and able to attempt a course that would help stretch them intellectually.

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.** ELA Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile.
- G2.** Math Goal (FSA-Algebra 1, Geometry, Algebra 2): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile.
- G3.** Science Goal (Biology): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.
- G4.** Graduation/Drop-Out Goal: For the school year 2016-2017, the percentage of students graduating from high school will increase, and there will be a reduction in the percent of students who drop-out of school.
- G5.** Suspension Goal: By the year 2017, there will be a reduction of suspensions from the previous year. The school will maintain or reduce the student suspension rate by 2%.

Strategic Goals Detail

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

G1. ELA Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile. 1a

G080695

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	64.0
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	44.0

Targeted Barriers to Achieving the Goal 3

- Utilizing Standards-Based Instruction to meet the new Florida Standards is a time-consuming process for teachers.

Resources Available to Support the Goal 2

- Instructional Focus Guides (IFG)
- CPALMS and Florida Standards
- Master Schedule - Fusion (English/Intensive Language Arts) and Intensive Language Arts courses are aligned when possible so teachers have common planning
- Literacy Leadership Team (LLT) Strategies
- Depth of Knowledge (DOK) complexity levels framework
- Benchmark assessments
- Professional Learning Communities (PLC)
- English textbook resources
- District Curriculum Specialist
- USA Test Prep - FSA Grades 9-11
- Achieve 3000
- UpFront Scholastic magazine

Plan to Monitor Progress Toward G1. 8

Progress-monitoring data

Person Responsible

Jamie Massengale

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student learning gains on progress-monitoring data

G2. Math Goal (FSA-Algebra 1, Geometry, Algebra 2): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile. **1a**

G080696

Targets Supported **1b**

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	48.0
Math Gains	52.0
Algebra II EOC Pass Rate	71.0
Math Lowest 25% Gains	45.0
Geometry EOC Pass Rate	57.0

Targeted Barriers to Achieving the Goal **3**

- Lack of technology at home for students to access online math resources.
- Limited basic math skills necessary to be successful in math courses and to be proficient on the required EOC assessment in the Spring.

Resources Available to Support the Goal **2**

- Sarasota Instructional Focus Guide
- CPALMS - Math Florida Standards
- District Benchmark Assessments
- PLC Meetings and Collaboration
- Math Nation Online Program
- District Math Specialist
- Technology and Innovation Program
- Big Ideas Textbook Online Resources
- TI Nspire Hand-held Devices and Training
- District and School-Based Training for Accountable Talk, Academic Vocabulary, and Standards-Based Instruction
- Free After-School Tutoring Program funded by SAC
- Design to Align Standards Literacy Guide and Webinar Series
- PERT Assessments

Plan to Monitor Progress Toward G2. 8

Review grades and EOC scores for students scheduled in Algebra, Geometry, and Algebra 2 courses.

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/22/2016 to 7/28/2017

Evidence of Completion

Student grades and EOC scores will show that students are mastering the standards.

G3. Science Goal (Biology): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1a

G080694

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	72.0

Targeted Barriers to Achieving the Goal 3

- Depth and breadth of the biology curriculum

Resources Available to Support the Goal 2

- Instructional Focus Guide
- Professional Learning Communities (PLC)
- Defined STEM District Lesson Plans and Performance Tasks
- Biology Online Mini-Assessments
- Adaptive Curriculum
- CPALMS and Florida Standards
- Literacy Leadership Team (LLT) professional development and strategies
- USA Test Prep "Biology"
- District Benchmark Assessments and Data

Plan to Monitor Progress Toward G3. 8

Formative and summative assessments, District benchmark assessments, Biology EOC assessment

Person Responsible

Merlin Schenk

Schedule

Quarterly, from 10/3/2016 to 6/6/2017

Evidence of Completion

Student grades and scores on benchmark and other assessments will meet or exceed expectations.

G4. Graduation/Drop-Out Goal: For the school year 2016-2017, the percentage of students graduating from high school will increase, and there will be a reduction in the percent of students who drop-out of school.

1a

G080693

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	81.0
Dropout Rate	1.19

Targeted Barriers to Achieving the Goal 3

- Student attendance and motivation

Resources Available to Support the Goal 2

- Online courses through Sarasota Virtual Academy, FLVS, and the APEX program.
- Various diploma options offered by the state including the 18-credit option.
- School-wide Support Team (SWST) staff to provide assistance to students and families.
- 2017 Graduation Cohort Data and Project 10 Support
- Mentor Programs including Y Mentors, Y Achievers, and Take Stock in Children
- Gradebook program for online access to student grades and attendance data.
- Junior and Senior Interviews with school counselors to review credits and grades.
- Unidos Now support for low SES students.
- STC Construction Trades Resource Academy

Plan to Monitor Progress Toward G4. 8

The SWST staff will review attendance reports, student grades, and credits earned for at-risk students.

Person Responsible

Merlin Schenk

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Bi-weekly attendance reports will show an increase in student attendance. At-risk student grades and credits earned will increase to show that the intervention process has been successful.

G5. Suspension Goal: By the year 2017, there will be a reduction of suspensions from the previous year. The school will maintain or reduce the student suspension rate by 2%. 1a

G081112

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	127.0
1+ Suspensions Grade 09	33.0
1+ Suspensions Grade 10	32.0
1+ Suspensions Grade 11	39.0
1+ Suspensions Grade 12	23.0

Targeted Barriers to Achieving the Goal 3

- Recurring referrals for multiple offenses and/or serious offenses related to drugs and major disruptions on campus.

Resources Available to Support the Goal 2

- JFCS Adolescent Diversion and Assistance Program (ADAP)
- DJJ Diversionary Program
- Mentorship Programs (Y-Mentors, Take Stock In Children)
- School-Wide Support Team and CARE Team support
- Restorative Practices Initiative
- First-Step program including Outreach Specialist on school campus
- Regular review of discipline data with school and district staff
- Clear expectations and consequences based on the SHS Behavior Management Plan

Plan to Monitor Progress Toward G5. 8

Student suspension data

Person Responsible

Greg Rumph

Schedule

Quarterly, from 10/21/2016 to 6/6/2017

Evidence of Completion

Report of students suspended out-of-school compared to last school year

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. ELA Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile. **1**

G080695

G1.B1 Utilizing Standards-Based Instruction to meet the new Florida Standards is a time-consuming process for teachers. **2**

B213062

G1.B1.S1 ILA (Intensive Language Arts) teachers will continue with the implementation of Achieve 3000 in all 9th, 10th, 11th, and 12th grade ILA and Retake classrooms. **4**

S225285

Strategy Rationale

Teachers who implement the program with fidelity will be more prepared to address reading deficits and gaps in achievement using data gleaned through Level Set testing and on-going progress monitoring.

Action Step 1 **5**

Weekly PLC Meetings for ELA/ILA teachers

Person Responsible

Jamie Massengale

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

PLC notes

Action Step 2 **5**

Comprehensive training for teachers in Achieve 3000

Person Responsible

Jamie Massengale

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

A series of lesson plans created by grade level that are aligned to the new LAFS.

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

Administrative participation in training

Person Responsible

Jamie Massengale

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Achieve 3000 Data Reports

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

Classroom walk-throughs, observations, and collegial conversations with teachers

Person Responsible

Jamie Massengale

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Walk-through data - indicators for success, artifacts in teacher portfolios

G1.B1.S2 School-based leaders will participate in on-going professional development in Standards-Based Instruction, Accountable Talk, and Academic Vocabulary with consultants provided by the district.

4

S225286

Strategy Rationale

The district recognizes the need for strategic guidance for successful implementation.

Action Step 1 5

Administrators will become well-versed in Standards-Based Instruction in order to serve as coaches to the teachers they oversee.

Person Responsible

Jamie Massengale

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Classroom walk-throughs with District Leadership

Person Responsible

Jamie Massengale

Schedule

Every 2 Months, from 8/22/2016 to 6/6/2017

Evidence of Completion

Walk Through Data/Indicators for Success

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Teacher lesson plans will be collected and reviewed to determine effectiveness of the implementation.

Person Responsible

Jamie Massengale

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Teacher Lesson Plans

G2. Math Goal (FSA-Algebra 1, Geometry, Algebra 2): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile. 1

G080696

G2.B3 Limited basic math skills necessary to be successful in math courses and to be proficient on the required EOC assessment in the Spring. 2

B213068

G2.B3.S1 Students who have not passed the Algebra 1 EOC will be identified in their Liberal Arts Math course. Teachers will utilize the Math Nation resource along with other algebra resources to prepare students for passing the Algebra 1 EOC exam and/or PERT exam. 4

S225291

Strategy Rationale

Utilizing the Liberal Arts curriculum in conjunction with Math Nation, students will have the opportunity to build onto the foundational skills they need to be successful on the Algebra EOC exam.

Action Step 1 5

Develop the master schedule to provide Liberal Arts math courses with a smaller class size that provides support for low-performing students who need to master the Algebra EOC exam.

Person Responsible

Becky Moyer

Schedule

Semiannually, from 1/4/2016 to 1/3/2017

Evidence of Completion

Classroom EOC data (proficiency and learning gains)

Action Step 2 5

Progress-monitor student performance on benchmark assessments, Math Nation online program, Big Ideas online textbook resources, and class assessments to provide interventions as needed.

Person Responsible

Becky Moyer

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Benchmark assessment data, Math Nation Reports, Big Ideas Reports, and Classwork assignments and assessments

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

PLC meetings and collaboration, Classroom walk-throughs

Person Responsible

Becky Moyer

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Benchmark assessment data, PLC meeting notes, Lesson plans

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

Review benchmark assessment results, online reports, formative and summative classroom assessments

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Data will show mastery of algebra standards and areas needed for improvement.

G2.B3.S6 Math teachers will utilize the Design to Align resource provided through a district consultant for lesson planning to ensure alignment with the Florida Standards, the Math Practice Standards, and the appropriate use of accountable talk strategies. 4

S225296

Strategy Rationale

Resources aligned with the Florida Standards and EOC test specifications will support increased student achievement.

Action Step 1 5

SHS Math teachers will participate in district and school-based training which includes a webinar series to develop lesson plans aligned with the Florida Standards, EOC test specifications, and utilizing accountable talk strategies.

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/18/2016 to 6/6/2017

Evidence of Completion

Professional Development Logs, Walk-Throughs, Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B3.S6 6

Classroom Walk-Throughs

Person Responsible

Becky Moyer

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Classroom Walk-Through Data and Feedback

Plan to Monitor Effectiveness of Implementation of G2.B3.S6 7

Teacher Conferences with Supervising Administrator

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Classroom Walk-Through Data and Feedback, Post-Conference Notes

G3. Science Goal (Biology): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency. 1

G080694

G3.B2 Depth and breadth of the biology curriculum 2

B213061

G3.B2.S1 Teachers will utilize the USA Test Prep program to support students with additional content experiences. 4

S225282

Strategy Rationale

USA Test Prep will provide students with a focus on content skills and test taking strategies which will supplement their classroom activities.

Action Step 1 5

Teachers will utilize USA Test Prep on a biweekly basis with their Biology students.

Person Responsible

Merlin Schenk

Schedule

Biweekly, from 10/3/2016 to 6/6/2017

Evidence of Completion

Student data provided by USA Test Prep

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

Teachers will provide supervising administrator with a copy of their implementation of USA Test Prep. They will provide data and a calendar of program usage.

Person Responsible

Merlin Schenk

Schedule

Monthly, from 10/3/2016 to 6/6/2017

Evidence of Completion

Teacher participation log, Student data

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

Students enrolled in USA Test Prep in Biology will be monitored through their Benchmark assessments and EOC exam.

Person Responsible

Merlin Schenk

Schedule

Quarterly, from 10/3/2016 to 6/6/2017

Evidence of Completion

Biology Benchmark and EOC scores

G3.B2.S3 School-based leaders will participate in on-going professional development in Standards-Based Instruction, Accountable Talk, and Academic Vocabulary with consultants provided by the district.

4

S230332

Strategy Rationale

The district recognizes the need for strategic guidance for successful implementation.

Action Step 1 5

Administrators will become well-versed in Standards-Based Instruction in order to serve as coaches to the teachers they oversee.

Person Responsible

Jamie Massengale

Schedule

On 6/6/2017

Evidence of Completion

Professional Development/Baird, Dove

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Classroom walk-throughs with District Leadership

Person Responsible

Jamie Massengale

Schedule

On 6/6/2017

Evidence of Completion

Walk Through Data/Indicators for Success

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Teacher lesson plans will be collected and reviewed to determine effectiveness of the implementation.

Person Responsible

Jamie Massengale

Schedule

On 6/6/2017

Evidence of Completion

Teacher Lesson Plans

G4. Graduation/Drop-Out Goal: For the school year 2016-2017, the percentage of students graduating from high school will increase, and there will be a reduction in the percent of students who drop-out of school. 1

G080693

G4.B1 Student attendance and motivation 2

B213058

G4.B1.S1 Monitor attendance, student grades (gpa), and credits earned through SWST to provide communication and support to students and families. 4

S225279

Strategy Rationale

The earlier that students and parents can address grade and credit deficiencies, the more likely they will be able to improve them and meet graduation requirements.

Action Step 1 5

The SWST staff will meet weekly to address student, parent, and staff concerns for students with poor grades, poor attendance, and/or social and emotional issues.

Person Responsible

Merlin Schenk

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Weekly SWST notes and data collection

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

Administrative support and attendance at weekly meetings

Person Responsible

Merlin Schenk

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Weekly SWST notes and agendas

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

Monitor SWST Notes and Student Data

Person Responsible

Merlin Schenk

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Weekly SWST notes and agendas will show that interventions will increase student attendance and grades.

G5. Suspension Goal: By the year 2017, there will be a reduction of suspensions from the previous year. The school will maintain or reduce the student suspension rate by 2%. 1

G081112

G5.B2 Recurring referrals for multiple offenses and/or serious offenses related to drugs and major disruptions on campus. 2

B216078

G5.B2.S1 Implement a variety of interventions to help students who make poor decisions. 4

S228417

Strategy Rationale

Students with coping strategies are better prepared to handle adverse situations.

Action Step 1 5

Match at-risk students with adult mentors

Person Responsible

Greg Rumph

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Mentor sign-in log

Action Step 2 5

Regular reviews of discipline data with school and district staff

Person Responsible

Greg Rumph

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Discipline reports

Action Step 3 5

Utilize community programs and resources such as Unidos Now, Y-Achievers, mentors, and PBS resources to address student issues causing disruption to the school environment

Person Responsible

David Jones

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student contracts and involvement in outreach programs

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

Discipline meetings to review participation and student progress in support programs

Person Responsible

Greg Rumph

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Meeting notes, action plans, and behavioral contracts

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

Review student discipline and program participation data

Person Responsible

Greg Rumph




















Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Student discipline data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
 G2.B3.S1.A1 A285283	Develop the master schedule to provide Liberal Arts math courses with a smaller class size that...	Moyer, Becky	1/4/2016	Classroom EOC data (proficiency and learning gains)	1/3/2017 semiannually
 G2.B3.S6.A1 A285287	SHS Math teachers will participate in district and school-based training which includes a webinar...	Moyer, Becky	8/18/2016	Professional Development Logs, Walk-Throughs, Lesson Plans	6/6/2017 quarterly
 G2.B3.S1.MA1 M284686	PLC meetings and collaboration, Classroom walk-throughs	Moyer, Becky	8/22/2016	Benchmark assessment data, PLC meeting notes, Lesson plans	6/6/2017 biweekly
 G4.MA1 M284668	The SWST staff will review attendance reports, student grades, and credits earned for at-risk...	Schenk, Merlin	8/22/2016	Bi-weekly attendance reports will show an increase in student attendance. At-risk student grades and credits earned will increase to show that the intervention process has been successful.	6/6/2017 biweekly
 G1.MA1 M284682	Progress-monitoring data	Massengale, Jamie	8/22/2016	Student learning gains on progress-monitoring data	6/6/2017 quarterly
 G4.B1.S1.MA1 M284666	Monitor SWST Notes and Student Data	Schenk, Merlin	8/22/2016	Weekly SWST notes and agendas will show that interventions will increase student attendance and grades.	6/6/2017 weekly
 G4.B1.S1.MA1 M284667	Administrative support and attendance at weekly meetings	Schenk, Merlin	8/22/2016	Weekly SWST notes and agendas	6/6/2017 weekly
 G4.B1.S1.A1 A285273	The SWST staff will meet weekly to address student, parent, and staff concerns for students with...	Schenk, Merlin	8/22/2016	Weekly SWST notes and data collection	6/6/2017 weekly
 G2.B3.S6.MA1 M284690	Classroom Walk-Throughs	Moyer, Becky	8/22/2016	Classroom Walk-Through Data and Feedback	6/6/2017 biweekly
 G2.B3.S6.MA1 M284689	Teacher Conferences with Supervising Administrator	Moyer, Becky	8/22/2016	Classroom Walk-Through Data and Feedback, Post-Conference Notes	6/6/2017 quarterly
 G3.B2.S3.A1 A293695	Administrators will become well-versed in Standards-Based Instruction in order to serve as coaches...	Massengale, Jamie	8/22/2016	Professional Development/Baird, Dove	6/6/2017 one-time
 G1.B1.S1.MA1 M284674	Classroom walk-throughs, observations, and collegial conversations with teachers	Massengale, Jamie	8/22/2016	Walk-through data - indicators for success, artifacts in teacher portfolios	6/6/2017 weekly
 G1.B1.S1.MA1 M284675	Administrative participation in training	Massengale, Jamie	8/22/2016	Achieve 3000 Data Reports	6/6/2017 quarterly
 G1.B1.S1.A1 A285278	Weekly PLC Meetings for ELA/ILA teachers	Massengale, Jamie	8/22/2016	PLC notes	6/6/2017 weekly
 G1.B1.S1.A2 A285279	Comprehensive training for teachers in Achieve 3000	Massengale, Jamie	8/22/2016	A series of lesson plans created by grade level that are aligned to the new LAFS.	6/6/2017 quarterly
 G2.B3.S1.MA1 M284685	Review benchmark assessment results, online reports, formative and summative classroom assessments	Moyer, Becky	8/22/2016	Data will show mastery of algebra standards and areas needed for improvement.	6/6/2017 quarterly
 G3.B2.S3.MA1 M296189	Classroom walk-throughs with District Leadership	Massengale, Jamie	8/22/2016	Walk Through Data/Indicators for Success	6/6/2017 one-time
 G3.B2.S3.MA1 M296190	Teacher lesson plans will be collected and reviewed to determine effectiveness of the...	Massengale, Jamie	8/22/2016	Teacher Lesson Plans	6/6/2017 one-time
 G1.B1.S2.A1 A285280	Administrators will become well-versed in Standards-Based Instruction in order to serve as coaches...	Massengale, Jamie	8/22/2016	Teacher lesson plans	6/6/2017 quarterly

Sarasota - 0051 - Sarasota High School - 2016-17 SIP
Sarasota High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S1.MA1 M291879	Review student discipline and program participation data	Rumph, Greg	8/22/2016	Student discipline data	6/6/2017 quarterly
G5.B2.S1.MA1 M291878	Discipline meetings to review participation and student progress in support programs	Rumph, Greg	8/22/2016	Meeting notes, action plans, and behavioral contracts	6/6/2017 quarterly
G5.B2.S1.A1 A290457	Match at-risk students with adult mentors	Rumph, Greg	8/22/2016	Mentor sign-in log	6/6/2017 monthly
G5.B2.S1.A2 A290458	Regular reviews of discipline data with school and district staff	Rumph, Greg	8/22/2016	Discipline reports	6/6/2017 monthly
G5.B2.S1.A3 A290461	Utilize community programs and resources such as Unidos Now, Y-Achievers, mentors, and PBS...	Jones, David	8/22/2016	Student contracts and involvement in outreach programs	6/6/2017 weekly
G1.B1.S2.MA1 M284676	Teacher lesson plans will be collected and reviewed to determine effectiveness of the...	Massengale, Jamie	8/22/2016	Teacher Lesson Plans	6/6/2017 weekly
G1.B1.S2.MA1 M284677	Classroom walk-throughs with District Leadership	Massengale, Jamie	8/22/2016	Walk Through Data/Indicators for Success	6/6/2017 every-2-months
G2.B3.S1.A2 A285284	Progress-monitor student performance on benchmark assessments, Math Nation online program, Big...	Moyer, Becky	8/22/2016	Benchmark assessment data, Math Nation Reports, Big Ideas Reports, and Classwork assignments and assessments	6/6/2017 biweekly
G2.MA1 M284691	Review grades and EOC scores for students scheduled in Algebra, Geometry, and Algebra 2 courses.	Moyer, Becky	8/22/2016	Student grades and EOC scores will show that students are mastering the standards.	7/28/2017 quarterly
G3.MA1 M284673	Formative and summative assessments, District benchmark assessments, Biology EOC assessment	Schenk, Merlin	10/3/2016	Student grades and scores on benchmark and other assessments will meet or exceed expectations.	6/6/2017 quarterly
G3.B2.S1.A1 A285274	Teachers will utilize USA Test Prep on a biweekly basis with their Biology students.	Schenk, Merlin	10/3/2016	Student data provided by USA Test Prep	6/6/2017 biweekly
G3.B2.S1.MA1 M284669	Students enrolled in USA Test Prep in Biology will be monitored through their Benchmark assessments...	Schenk, Merlin	10/3/2016	Biology Benchmark and EOC scores	6/6/2017 quarterly
G3.B2.S1.MA1 M284670	Teachers will provide supervising administrator with a copy of their implementation of USA Test...	Schenk, Merlin	10/3/2016	Teacher participation log, Student data	6/6/2017 monthly
G5.MA1 M291885	Student suspension data	Rumph, Greg	10/21/2016	Report of students suspended out-of-school compared to last school year	6/6/2017 quarterly

V. Professional Development Opportunities

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

G1. ELA Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile.

G1.B1 Utilizing Standards-Based Instruction to meet the new Florida Standards is a time-consuming process for teachers.

G1.B1.S2 School-based leaders will participate in on-going professional development in Standards-Based Instruction, Accountable Talk, and Academic Vocabulary with consultants provided by the district.

PD Opportunity 1

Administrators will become well-versed in Standards-Based Instruction in order to serve as coaches to the teachers they oversee.

Facilitator

Professional Development/Baird, Dove

Participants

Administrative Team

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

G2. Math Goal (FSA-Algebra 1, Geometry, Algebra 2): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile.

G2.B3 Limited basic math skills necessary to be successful in math courses and to be proficient on the required EOC assessment in the Spring.

G2.B3.S6 Math teachers will utilize the Design to Align resource provided through a district consultant for lesson planning to ensure alignment with the Florida Standards, the Math Practice Standards, and the appropriate use of accountable talk strategies.

PD Opportunity 1

SHS Math teachers will participate in district and school-based training which includes a webinar series to develop lesson plans aligned with the Florida Standards, EOC test specifications, and utilizing accountable talk strategies.

Facilitator

Kevin Baird/Linda Dove/Virginia McClain

Participants

SHS Math Teachers and Leaders

Schedule

Quarterly, from 8/18/2016 to 6/6/2017

G3. Science Goal (Biology): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G3.B2 Depth and breadth of the biology curriculum

G3.B2.S3 School-based leaders will participate in on-going professional development in Standards-Based Instruction, Accountable Talk, and Academic Vocabulary with consultants provided by the district.

PD Opportunity 1

Administrators will become well-versed in Standards-Based Instruction in order to serve as coaches to the teachers they oversee.

Facilitator

Administrative Team

Participants

Teachers

Schedule

On 6/6/2017

VI. Technical Assistance Items

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

G1. ELA Goal: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile.

G1.B1 Utilizing Standards-Based Instruction to meet the new Florida Standards is a time-consuming process for teachers.

G1.B1.S1 ILA (Intensive Language Arts) teachers will continue with the implementation of Achieve 3000 in all 9th, 10th, 11th, and 12th grade ILA and Retake classrooms.

TA Opportunity 1

Comprehensive training for teachers in Achieve 3000

Facilitator

Jamie Massengale/Catherine Coccozza/Kamala Abbott

Participants

9-12 Grade ILA Teachers

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

G2. Math Goal (FSA-Algebra 1, Geometry, Algebra 2): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3, 4 & 5), an annual learning gain, and a learning gain in the lowest quartile.

G2.B3 Limited basic math skills necessary to be successful in math courses and to be proficient on the required EOC assessment in the Spring.

G2.B3.S1 Students who have not passed the Algebra 1 EOC will be identified in their Liberal Arts Math course. Teachers will utilize the Math Nation resource along with other algebra resources to prepare students for passing the Algebra 1 EOC exam and/or PERT exam.

TA Opportunity 1

Develop the master schedule to provide Liberal Arts math courses with a smaller class size that provides support for low-performing students who need to master the Algebra EOC exam.

Facilitator

Ed Volz - Master Scheduler, Merlin Schenk - AP for Scheduling

Participants

Becky Moyer, Deborah Kaplan

Schedule

Semiannually, from 1/4/2016 to 1/3/2017

TA Opportunity 2

Progress-monitor student performance on benchmark assessments, Math Nation online program, Big Ideas online textbook resources, and class assessments to provide interventions as needed.

Facilitator

Mark Aschenbrenner, Deborah Kaplan, Jane Brand

Participants

SHS Math Teachers

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

G3. Science Goal (Biology): By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency.

G3.B2 Depth and breadth of the biology curriculum

G3.B2.S1 Teachers will utilize the USA Test Prep program to support students with additional content experiences.

TA Opportunity 1

Teachers will utilize USA Test Prep on a biweekly basis with their Biology students.

Facilitator

Megan Ehlers

Participants

Biology Teachers

Schedule

Biweekly, from 10/3/2016 to 6/6/2017

G4. Graduation/Drop-Out Goal: For the school year 2016-2017, the percentage of students graduating from high school will increase, and there will be a reduction in the percent of students who drop-out of school.

G4.B1 Student attendance and motivation

G4.B1.S1 Monitor attendance, student grades (gpa), and credits earned through SWST to provide communication and support to students and families.

TA Opportunity 1

The SWST staff will meet weekly to address student, parent, and staff concerns for students with poor grades, poor attendance, and/or social and emotional issues.

Facilitator

Merlin Schenk, Becky Moyer

Participants

SHS SWST members

Schedule

Weekly, from 8/22/2016 to 6/6/2017

G5. Suspension Goal: By the year 2017, there will be a reduction of suspensions from the previous year. The school will maintain or reduce the student suspension rate by 2%.

G5.B2 Recurring referrals for multiple offenses and/or serious offenses related to drugs and major disruptions on campus.

G5.B2.S1 Implement a variety of interventions to help students who make poor decisions.

TA Opportunity 1

Regular reviews of discipline data with school and district staff

Facilitator

Mark Rupprecht, Vicki Stillo-Gross, Bethany King

Participants

SHS Admin Team, SHS Staff

Schedule

Monthly, from 8/22/2016 to 6/6/2017

VII. Budget

Budget Data

1	G1.B1.S1.A1	Weekly PLC Meetings for ELA/ILA teachers				\$0.00
2	G1.B1.S1.A2	Comprehensive training for teachers in Achieve 3000				\$0.00
3	G1.B1.S2.A1	Administrators will become well-versed in Standards-Based Instruction in order to serve as coaches to the teachers they oversee.				\$0.00
4	G2.B3.S1.A1	Develop the master schedule to provide Liberal Arts math courses with a smaller class size that provides support for low-performing students who need to master the Algebra EOC exam.				\$0.00
5	G2.B3.S1.A2	Progress-monitor student performance on benchmark assessments, Math Nation online program, Big Ideas online textbook resources, and class assessments to provide interventions as needed.				\$0.00
6	G2.B3.S6.A1	SHS Math teachers will participate in district and school-based training which includes a webinar series to develop lesson plans aligned with the Florida Standards, EOC test specifications, and utilizing accountable talk strategies.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0051 - Sarasota High School	Title II		\$2,000.00
			<i>Notes: Math Training</i>			

Budget Data						
7	G3.B2.S1.A1	Teachers will utilize USA Test Prep on a biweekly basis with their Biology students.				\$350.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0051 - Sarasota High School	School Improvement Funds		\$350.00
8	G3.B2.S3.A1	Administrators will become well-versed in Standards-Based Instruction in order to serve as coaches to the teachers they oversee.				\$0.00
9	G4.B1.S1.A1	The SWST staff will meet weekly to address student, parent, and staff concerns for students with poor grades, poor attendance, and/or social and emotional issues.				\$0.00
10	G5.B2.S1.A1	Match at-risk students with adult mentors				\$0.00
11	G5.B2.S1.A2	Regular reviews of discipline data with school and district staff				\$0.00
12	G5.B2.S1.A3	Utilize community programs and resources such as Unidos Now, Y-Achievers, mentors, and PBS resources to address student issues causing disruption to the school environment				\$0.00
					Total:	\$2,350.00