



## Sarasota High School

1000 S SCHOOL AVE, Sarasota, FL 34237

[www.sarasotacountyschools.net/sarasotahigh](http://www.sarasotacountyschools.net/sarasotahigh)

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

48%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

39%

### School Grades History

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

### School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

### 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
- Prevent – currently C
- 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)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **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.

##### **Provide the school's vision statement**

To Teach, Challenge, Support, and Inspire

#### School Environment

##### **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.

##### **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 during anytime they are on our campus and 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.

Security monitors 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 after school teacher-facilitated tutoring sessions for all students who are interested in academic support in any content area.

##### **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.



We have zero-tolerance for physical aggression and bullying, which we highlight in our expectations overview, along with steps to take and who to seek out should concerns arise.

**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, and Take Stock In Children.

**Early Warning Systems**

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

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

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 home, visits by our school social worker, meetings with counselors/administrators, or ultimately referral to our School Wide Support team for evaluation.

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 developed. Students are progress monitored and admin works with teachers to ensure appropriate interventions are being utilized based on progress monitoring results.

Level 1-Math/ELA - Lists were provided by the district and letters sent home to families outlining individual remediation plans for students in this category. 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.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

### **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 MTSS process.

Sarasota High School works with the District Data Analysis and Reporting Manager 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 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. MTSS 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 MTSS meetings where additional strategies and support are considered. The school psychologist and social worker assist to coordinate services on or off campus.

### **Family and Community Involvement**

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

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

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

#### **Will the school use its PIP to satisfy this question?**

No

#### ***PIP Link***

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

#### ***Description***

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. 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.

### **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 for us to support staff and students. 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.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Hradek, Jeff	Principal
Jennings, Michael	Assistant Principal
Massengale, Jamie	Assistant Principal
Schenk, Merlin	Assistant Principal
Moyer, Becky	Assistant Principal

**Duties**

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

Jeff Hradek – 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.

Michael Jennings, Jamie Massengale, 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.

***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 has grown to 48%. The School District's Food and Nutritional Services provides healthy breakfasts and lunches every school day. The District also provides a psychologist, social worker and truancy worker that all provide services for a cluster of schools.

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 for our deaf and blind students. 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.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Susan Finlay	Parent
Jennifer Blasdel	Teacher
Gloria Koach	Parent
Susan Hilliard	Teacher
Sheila Leal	Teacher
Jane Bell	Education Support Employee
Erin Boudreau	Student
Damian Rodriguez	Student
Rachael Ridings/Dequandra Hill	Student
Maria Cortes/Shelby Shea	Student
Libby Early	Parent
Patricia Arvin	Business/Community
Jackie Boedecker	Business/Community
Melissa Dunlap	Business/Community
Jeff Hradek	Principal

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC members reviewed last year's school goals and student performance data on the School Grade report and the School Accountability Report for 2013-14. Based on the data, school progress

in reading, writing, and math were discussed.

The 2014 FCAT Writing goal for 67% proficiency in writing (3.5 or greater) required a 4% increase of the 2013 writing scores. In 2014, 68% of grade ten students scored proficient in writing (3.5 +) and therefore, SHS exceeded that goal.

As for the 2014 FCAT Reading goal, it was expected that there would be an increase of students scoring a 3 to at least 29%, and an increase of students scoring a 4 or above to at least 33%, which would support 68% of students making the AMO. In 2014, 58% of students scored a 3 or higher in Reading, which was a decrease of 1% demonstrating proficiency in Reading. Although we did not increase the percent of proficient students in Reading, 83% of our bottom quartile students demonstrated learning gains in reading, which was a 16% increase from 72% in 2013.

As for the 2014 Math goal, it was expected that at least 57% of students with disabilities would meet AMOs, which was a 16% increase from 2013. In 2014, 52% of students with disabilities met AMOs, and SHS was reported as meeting the AMO in math based on Safe Harbor criteria.

#### *Development of this school improvement plan*

Members of the School Based Leadership Team (SBLT) reviewed the school performance data which included charts and graphs in the Needs Assessment section on the SIP website. Using the 8 step Planning and Problem Solving process, SAC members proposed school goals and strategies to be reviewed by administration and the SBLT. SAC members prioritized areas for improvement, discussed 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 studied their budget to determine how funds would be utilized to support school improvement activities.

#### *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.

#### ***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 the Positive Behavior Support activities.

The carry over balance for SAC is @ 25,800.00.

The projected expenditures for the school year are approximated below:

After-school tutoring, \$5000

Student recognition and celebrations, \$5000

Teacher stipends to support the instructional program, \$3500

Professional Development, \$2500

Additional needs as they develop throughout the year, \$9800

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

Yes

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

#### **Literacy Leadership Team (LLT)**

## Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Massengale, Jamie	Assistant Principal
Barresi, Gina	Teacher, K-12
Karas, Stella	Teacher, K-12
Berkey, Dean	Teacher, K-12
Miller, Ryan	Teacher, K-12
Volz, Ed	Instructional Coach
Loomis, Jennifer	Teacher, K-12
Singleton, Christina	Teacher, Career/Technical
Hentrich, Brandon	Teacher, K-12

## Duties

### *Describe how the LLT promotes literacy within the school*

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 will work to "unpack" or "deconstruct" the standards so that students are well prepared to meet the challenges of the new, statewide Florida Standards Assessment.
2. The Literacy Leadership Team shares vocabulary acquisition strategies campus wide in order to introduce and incorporate shared, common academic vocabulary, which increases comprehension in all content areas. Through multiple and frequent exposure to these words, students are able to decipher the complex texts found in assessments such as the Florida Standards Assessment (FSA), Post-secondary Education Readiness Test (PERT), and various End of Course (EOC) exams.
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), formative assessment, text complexity, Differentiated Instruction (DI), growth mindset, and deconstructing standards to provide opportunities for staff to reflect and improve upon instructional practices and delivery.
5. The Literacy Leadership Team will foster students' love of reading by implementing TAP Drop Everything and Read (D.E.A.R.) days for the purpose of independent silent, sustained reading. TAP teachers are provided with high interest articles for students who do not have access to personal books.
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. The Literacy Leadership Team continues to collaborate with students in Journalism classes to author the "Literacy Corner" in the school newspaper. This column features teacher book reviews of "Books You Can't Live Without Reading".

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.

9. 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, FAIR, FCAT Writes, and FCAT 2.0 data and Florida Standards Assessment test specifications to assist in the development of school-wide progress monitoring assessments.

10. A Literacy Leadership Team member wrote and received a grant to bring the Asolo Theater to campus for back to back performances of "A Midsummer Night's Dream". Additionally, the LLT will work in collaboration with SAC to purchase student novels that will serve as companion texts to the newly adopted textbook, and invite an author to Sarasota High School to meet students and encourage a "real life" love of literacy.

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

## Public and Collaborative Teaching

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

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

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 their department and grade level. 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 instructional practices. Collaborative planning support members (testing coordinator, ESE Liaison, ESOL Liaison, school counselors, and administrators, 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 RtI 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.

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

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

Department Chairs, Instructional Liaisons.

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 and High Quality Feedback are provided throughout the year through the new Sarasota Instructional Improvement System (SIIS). Teachers are able to access classroom walkthrough feedback from administrators immediately through the Ongoing Observation Form in the SIIS. 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.

### **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 Hope Linda English

Sheila Leal Lauren Hays Spanish

Laurie Saslow Chris Lorenz Science

Shannon Nelson Joanna Tomlinson Reading

Dean Berkey Charles Alfrey Music

Gina Barresi Jeff Zacharias English

Dana Wells Nicole Selbst Math

Jennifer Loomis Taylore Harris English

Stella Karas Paige Costley Reading

Ryan Miller Courtney Bennett 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 predesigned program provided by the district to support collaboration and acclimation during the teacher's first year.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

The new Language Arts Florida Standards (LAFS) and the Mathematics Florida Standards (MAFS) were reviewed with the staff as a whole during the first week of school in August. Since initial training, departments are working together in Professional Learning Communities (PLC's) to unpack the standards in a systematic, detailed manner. English/Language Arts (ELA) teachers are using a newly adopted textbook, and are discussing ways in which the materials can be used to implement the LAFS.

A Writing with Florida Standards workshop is being offered in October 2014 for all ELA teachers, and ongoing training is being offered by the Textbook Specialist. This is a new support position provided by the text publisher. The Textbook Specialist is training our English teachers multiple times throughout the year on the text, as well as on the online tools available.

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. Our district is working with consultant, Kevin Baird on "deconstructing" the standards.

#### Instructional Strategies

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

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 and math assessments are placed into Fusion Reading/English classes and/or Intensive Math or Reading. 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 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 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.

***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:** 4,860

Free after-school tutoring is available to all students for one hour at least twice per week for help in math, or any other subject that students may need assistance. Targeted assistance in meeting the Biology EOC expectations is provided once per week in the Spring.

#### ***Strategy Rationale***

Additional time and attention from highly qualified teachers in math and biology will maximize student achievement on the Algebra and Biology EOC exam.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Hradek, Jeff, jeff.hradek@sarasotacountyschools.net

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

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

## **Student Transition and Readiness**

### **PreK-12 Transition**

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

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

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, incoming ninth grade students are then visited by counselors 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, or PERT early in their junior year. Juniors will be administered the PERT in Reading, Writing, and Math based on their 10th grade FCAT/EOC scores to determine college readiness. 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. Students who do not meet cut scores on PERT will be placed in a readiness course during their senior year to reinforce skills necessary to be successful in entry-level courses in college in the areas of reading, writing, and math.

Counselors hold one-on-one interview meetings with all senior students. The counselors promote and attend the annual Sarasota County College Fair held in October for students and parents. SHS hosts a Financial Aide Night in January 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 S.H.S. to speak with students throughout the year.

### College and Career Readiness

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

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 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. Students 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.

***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 Sarasota County Technical Institute programs directly connect high school subjects to post secondary options and industry certifications.

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

Health & Witness=Certified Medical Administration Assistant

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

Accounting Applications=Microsoft Office and Quickbooks

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

***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 all 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.

***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***

We have reviewed the High School Feedback Report. Guidance staff encourages students to participate in the ACT, SAT, or PERT early in their junior year. Juniors will be administered the PERT in Reading, Writing, and Math based on their 10th grade FCAT/EOC scores to determine college readiness. 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. Students who do not meet cut scores on PERT will be placed in a readiness course during their senior year to reinforce skills necessary to be successful in entry-level courses in college in the areas of reading, writing, and math.

## 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.** Graduation/Drop-Out Goal: During the 2015 school year, SHS will increase the percentage of students graduating from high school, and reduce the percent of students who drop-out of school as set by the district developed targets.
- G2.** Science Goal (Biology): During the 2015 school year, SHS will meet the proficiency goal for the Biology EOC exam as set by district developed targets.
- G3.** ELA Goal (Reading and Writing): During the 2015 school year, SHS will meet the proficiency and learning gain goals as set by the ambitious instructional ELA targets for the total population and all subgroups as measured by either district developed targets or AMOs.
- G4.** Math Goal (Algebra and Geometry): During the 2015 school year, SHS will meet the proficiency and annual learning gain goals as set by the ambitious instructional math targets for the total population and all subgroups as measured by either district developed targets or AMOs.

## 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. Graduation/Drop-Out Goal:** During the 2015 school year, SHS will increase the percentage of students graduating from high school, and reduce the percent of students who drop-out of school as set by the district developed targets. 1a

G050489

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	79.4
Dropout Rate	1.19

**Resources Available to Support the Goal** 2

- Online courses through Sarasota Virtual Academy, FLVS, and the APEX program in Anchor which are available during and after the school day.
- 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.
- 2015 Graduation Cohort Data and Project 10 Support
- Mentor Programs including Y Mentors, Y Achievers, and Take Stock in Children
- Crosspointe gradebook program for online access to student grades and attendance data.
- Senior Interviews with school counselors to review credits and grades.

**Targeted Barriers to Achieving the Goal** 3

- Student attendance and motivation

**Plan to Monitor Progress Toward G1.** 8

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

**Person Responsible**

Merlin Schenk

**Schedule**

Quarterly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Quarterly 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.

**G2. Science Goal (Biology):** During the 2015 school year, SHS will meet the proficiency goal for the Biology EOC exam as set by district developed targets. 1a

G050467

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	72.0

**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 (LEARN)
- Adaptive curriculum
- CPALMS and Florida Standards
- Literacy Leadership Team (LLT) professional development and strategies

**Targeted Barriers to Achieving the Goal** 3

- Depth and breadth of the biology curriculum

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

Formative and summative assessments, District benchmark assessments

**Person Responsible**

Michael Jennings

**Schedule**

Quarterly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

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

**G3. ELA Goal (Reading and Writing):** During the 2015 school year, SHS will meet the proficiency and learning gain goals as set by the ambitious instructional ELA targets for the total population and all subgroups as measured by either district developed targets or AMOs. 1a

G038340

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - African American	52.0
AMO Reading - Hispanic	64.0
AMO Reading - White	76.0
AMO Reading - SWD	53.0
AMO Reading - ED	63.0
AMO Reading - All Students	71.0
FSA - English Language Arts - Proficiency Rate	62.0
ELA/Reading Gains	71.0

**Resources Available to Support the Goal** 2

- Instructional Focus Guides (IFG)
- CPALMS and Florida Standards
- Master Schedule - Fusion (English/Reading) and Intensive Reading courses aligned so teachers have common planning
- Literacy Leadership Team (LLT) Strategies
- Depth of Knowledge (DOK) complexity levels framework
- Benchmark assessments
- Professional Learning Communities (PLC)
- Newly adopted English textbook and training
- English III Co-Teach Model added to support ELL, ESE, and Bottom Quartile students
- District Curriculum Specialist and Textbook Specialist
- USA Test Prep - FSA Grades 9-11

**Targeted Barriers to Achieving the Goal** 3

- Unpacking and deconstructing the new Florida Standards is a new and time-consuming process for teachers.
- The deficient technical skills of the students to complete a computer-based test may skew the results of both the reading and writing sections of the assessment.



**Plan to Monitor Progress Toward G3. 8**

Progress-monitoring data

**Person Responsible**

Jamie Massengale

**Schedule**

On 6/2/2015

***Evidence of Completion***

Student learning gains on progress-monitoring data

**G4. Math Goal (Algebra and Geometry):** During the 2015 school year, SHS will meet the proficiency and annual learning gain goals as set by the ambitious instructional math targets for the total population and all subgroups as measured by either district developed targets or AMOs. 1a

G038341

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - ED	66.0
Algebra I EOC Pass Rate	66.0
Math Gains	71.0
Math Lowest 25% Gains	60.0
Geometry EOC Pass Rate	70.0

**Resources Available to Support the Goal** 2

- Sarasota Instructional Focus Guide - Algebra 1 and Geometry
- CPALMS
- Benchmark Assessments
- PLC Meetings and Collaboration
- Algebra Nation Online Program
- District Math Specialist
- Texcellence Program
- Sarasota Instructional Improvement System (SIIS)

**Targeted Barriers to Achieving the Goal** 3

- Lack of technology at home to access online math resources.
- Limited basic math skills necessary to be successful in Algebra and to pass the Algebra EOC in the Spring.

**Plan to Monitor Progress Toward G4.** 8

Formative and summative assessments, benchmark assessments

**Person Responsible**

Becky Moyer

**Schedule**

Quarterly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Formative and summative assessments and benchmark assessments will show that students are mastering the skills needed to make learning gains toward passing the Algebra EOC.

## 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.** Graduation/Drop-Out Goal: During the 2015 school year, SHS will increase the percentage of students graduating from high school, and reduce the percent of students who drop-out of school as set by the district developed targets. **1**

 G050489

**G1.B1** Student attendance and motivation **2**

 B126503

**G1.B1.S1** Monitor student grades (gpa) and credits earned to provide communication and support to students and families. **4**

 S138442

### 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 8/18/2014 to 6/2/2015

#### Evidence of Completion

Weekly SWST notes and data collection

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

Administrative support and attendance at weekly meetings

**Person Responsible**

Merlin Schenk

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Weekly SWST notes and agendas

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

Weekly SWST notes and agendas

**Person Responsible**

Merlin Schenk

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

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

**G2. Science Goal (Biology):** During the 2015 school year, SHS will meet the proficiency goal for the Biology EOC exam as set by district developed targets. 1

G050467

**G2.B3** Depth and breadth of the biology curriculum 2

B126627

**G2.B3.S1** Offer students free after-school tutoring on Biology EOC standards. 4

S138571

### Strategy Rationale

More time on task will increase student achievement.

### Action Step 1 5

Biology teachers will provide free after-school tutoring once per week for approximately a quarter.

#### Person Responsible

Michael Jennings

#### Schedule

Weekly, from 3/16/2015 to 5/1/2015

#### Evidence of Completion

Attendance Log, List of standards reviewed

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

Collect attendance logs

#### Person Responsible

Michael Jennings

#### Schedule

Weekly, from 3/16/2015 to 5/1/2015

#### Evidence of Completion

Teacher participation log, Student attendance logs

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

Student scores on the Biology EOC

**Person Responsible**

Michael Jennings

**Schedule**

On 5/1/2015

**Evidence of Completion**

Biology EOC Scores

**G2.B3.S2** PLC collaboration to develop common, high-impact lesson plans and formative and summative assessments. 4

 S138572

**Strategy Rationale**

Providing common, research-based experiences for all students will lead to increased student achievement.

**Action Step 1** 5

The master schedule has been aligned to provide Biology teachers with common planning.

**Person Responsible**

Becky Moyer

**Schedule**

On 8/18/2014

**Evidence of Completion**

Master Schedule

**Action Step 2** 5

Biology teachers meet weekly to develop common lesson plans and assessments

**Person Responsible**

Michael Jennings

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

PLC notes and attendance, lesson plans, assessments

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Administrative support and monitoring

**Person Responsible**

Michael Jennings

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

PLC notes, lesson plans, assessments

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

PLC teachers and admin will review assessment data

**Person Responsible**

Michael Jennings

**Schedule**

Weekly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Formative and Summative assessments, Benchmark assessments, Biology EOC exam

**G3.** ELA Goal (Reading and Writing): During the 2015 school year, SHS will meet the proficiency and learning gain goals as set by the ambitious instructional ELA targets for the total population and all subgroups as measured by either district developed targets or AMOs. 1

G038340

**G3.B1** Unpacking and deconstructing the new Florida Standards is a new and time-consuming process for teachers. 2

B092024

**G3.B1.S1** Teachers will meet weekly by grade level in professional learning communities to unpack standards. 4

S102934

### Strategy Rationale

Teachers who are knowledgeable in the standards will have a greater impact on student learning gains, and the level of preparedness of their students on the LAFS assessment.

### Action Step 1 5

Weekly PLC Meetings for ELA/Reading teachers by grade level

#### Person Responsible

Jamie Massengale

#### Schedule

Weekly, from 8/18/2014 to 6/2/2015

#### Evidence of Completion

PLC notes

### Action Step 2 5

Schedule department training for teachers during instructional days to unpack standards.

#### Person Responsible

Jamie Massengale

#### Schedule

Semiannually, from 10/27/2014 to 6/2/2015

#### 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 G3.B1.S1** 6

Administrative participation in training

**Person Responsible**

Jamie Massengale

**Schedule**

Semiannually, from 10/27/2014 to 6/2/2015

***Evidence of Completion***

Lesson plan products by grade level

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

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

**Person Responsible**

Jamie Massengale


**Schedule**

Semiannually, from 10/27/2014 to 6/2/2015


***Evidence of Completion***

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

**G3.B3** The deficient technical skills of the students to complete a computer-based test may skew the results of both the reading and writing sections of the assessment. 2

 B126749

**G3.B3.S2** USA Test Prep site license has been purchased to support 9-11 grade FSA objectives. 4

 S138843

### Strategy Rationale

Students with daily online practice will be more prepared to succeed on the computer-based test.

### Action Step 1 5

ELA teachers will utilize the Test Prep site license as an additional resource.

#### Person Responsible

Jamie Massengale

#### Schedule

Daily, from 10/13/2014 to 6/2/2015

#### Evidence of Completion

Students/Teacher Activity Reports

### Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Review student and teacher activity reports and discuss progress with ELA teachers

#### Person Responsible

Jamie Massengale

#### Schedule

Monthly, from 10/13/2014 to 6/2/2015

#### Evidence of Completion

Student work samples, time on stations report

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7**

Review student and teacher activity reports, progress-monitoring data

**Person Responsible**

Jamie Massengale

**Schedule**

Monthly, from 10/13/2014 to 6/2/2015

**Evidence of Completion**

Monthly ELA department meeting minutes, post-observation conferences, and progress-monitoring data

**G4. Math Goal (Algebra and Geometry):** During the 2015 school year, SHS will meet the proficiency and annual learning gain goals as set by the ambitious instructional math targets for the total population and all subgroups as measured by either district developed targets or AMOs. 1

 G038341

**G4.B3** Limited basic math skills necessary to be successful in Algebra and to pass the Algebra EOC in the Spring. 2

 B125897

**G4.B3.S1** Provide low-performing math students who have not passed the Algebra EOC exam with an intensive math course. 4

 S137828

**Strategy Rationale**

With added time on task, students will be able to maximize their learning gains to close the achievement gap.

**Action Step 1 5**

Progress-monitor student performance on benchmark assessments and classwork to provide interventions as needed.

**Person Responsible**

Becky Moyer

**Schedule**

Biweekly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Benchmark assessment data, Classwork assignments and assessments

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

PLC meetings and collaboration

**Person Responsible**

Becky Moyer

**Schedule**

Quarterly, from 10/1/2014 to 6/2/2015

***Evidence of Completion***

Benchmark assessment data, PLC meetings and collaboration, Lesson plans

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

Review benchmark assessment results, formative and summative assessments

**Person Responsible**

Becky Moyer


**Schedule**

Quarterly, from 10/1/2014 to 6/2/2015

***Evidence of Completion***

Benchmark assessment data will show mastery of algebra standards.

**G4.B3.S2** Provide low-performing math students with extra time to master their Algebra skills in an Algebra 1A/1B block course. 4

 S137829

### Strategy Rationale

Two periods during the school day will allow double the amount of time for students to master the algebra skills needed to pass the Algebra EOC exam their freshmen year.

### Action Step 1 5

Develop the master schedule to address the needs of our math students, and provide math teachers with collaborative time to review the Florida Standards and EOC exam requirements.

#### Person Responsible

Becky Moyer

#### Schedule

Quarterly, from 3/31/2014 to 6/2/2015

#### Evidence of Completion

Formative and Summative assessment data for students enrolled in Algebra 1A/1B

### Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Attend PLC meetings and collaborate with math teachers to explore the Depth of Knowledge (DOK) complexity levels in the Florida Standards.

#### Person Responsible

Becky Moyer

#### Schedule

Biweekly, from 8/18/2014 to 6/2/2015

#### Evidence of Completion

PLC meeting notes, Lesson plans, Walk-through data

**Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7**

Classroom walk-throughs to ensure that PLC plans are implemented in the classroom.

**Person Responsible**

Becky Moyer

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Walk-through data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Weekly PLC Meetings for ELA/Reading teachers by grade level	Massengale, Jamie	8/18/2014	PLC notes	6/2/2015 weekly
G4.B3.S2.A1	Develop the master schedule to address the needs of our math students, and provide math teachers with collaborative time to review the Florida Standards and EOC exam requirements.	Moyer, Becky	3/31/2014	Formative and Summative assessment data for students enrolled in Algebra 1A/1B	6/2/2015 quarterly
G4.B3.S1.A1	Progress-monitor student performance on benchmark assessments and classwork to provide interventions as needed.	Moyer, Becky	8/18/2014	Benchmark assessment data, Classwork assignments and assessments	6/2/2015 biweekly
G1.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.	Schenk, Merlin	8/18/2014	Weekly SWST notes and data collection	6/2/2015 weekly
G2.B3.S1.A1	Biology teachers will provide free after-school tutoring once per week for approximately a quarter.	Jennings, Michael	3/16/2015	Attendance Log, List of standards reviewed	5/1/2015 weekly
G2.B3.S2.A1	The master schedule has been aligned to provide Biology teachers with common planning.	Moyer, Becky	3/1/2014	Master Schedule	8/18/2014 one-time
G3.B3.S2.A1	ELA teachers will utilize the Test Prep site license as an additional resource.	Massengale, Jamie	10/13/2014	Students/Teacher Activity Reports	6/2/2015 daily
G3.B1.S1.A2	Schedule department training for teachers during instructional days to unpack standards.	Massengale, Jamie	10/27/2014	A series of lesson plans created by grade level that are aligned to the new LAFS.	6/2/2015 semiannually
G2.B3.S2.A2	Biology teachers meet weekly to develop common lesson plans and assessments	Jennings, Michael	8/18/2014	PLC notes and attendance, lesson plans, assessments	6/2/2015 weekly
G1.MA1	The SWST staff will review quarterly attendance reports, student grades, and credits earned for at-risk students.	Schenk, Merlin	8/18/2014	Quarterly 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.	6/2/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Weekly SWST notes and agendas	Schenk, Merlin	8/18/2014	Weekly SWST notes and agendas will show that interventions will increase student attendance and grades.	6/2/2015 weekly
G1.B1.S1.MA1	Administrative support and attendance at weekly meetings	Schenk, Merlin	8/18/2014	Weekly SWST notes and agendas	6/2/2015 weekly
G2.MA1	Formative and summative assessments, District benchmark assessments	Jennings, Michael	8/18/2014	Student grades and scores on benchmark and other assessments will meet or exceed expectations.	6/2/2015 quarterly
G2.B3.S1.MA1	Student scores on the Biology EOC	Jennings, Michael	3/16/2015	Biology EOC Scores	5/1/2015 one-time
G2.B3.S1.MA1	Collect attendance logs	Jennings, Michael	3/16/2015	Teacher participation log, Student attendance logs	5/1/2015 weekly
G2.B3.S2.MA1	PLC teachers and admin will review assessment data	Jennings, Michael	8/18/2014	Formative and Summative assessments, Benchmark assessments, Biology EOC exam	6/2/2015 weekly
G2.B3.S2.MA1	Administrative support and monitoring	Jennings, Michael	8/18/2014	PLC notes, lesson plans, assessments	6/2/2015 weekly
G3.MA1	Progress-monitoring data	Massengale, Jamie	10/13/2014	Student learning gains on progress-monitoring data	6/2/2015 one-time
G3.B1.S1.MA1	Classroom walk-throughs, observations, and collegial conversations with teachers	Massengale, Jamie	10/27/2014	Walk-through data - indicators for success, artifacts in teacher portfolios	6/2/2015 semiannually
G3.B1.S1.MA1	Administrative participation in training	Massengale, Jamie	10/27/2014	Lesson plan products by grade level	6/2/2015 semiannually
G3.B3.S2.MA1	Review student and teacher activity reports, progress-monitoring data	Massengale, Jamie	10/13/2014	Monthly ELA department meeting minutes, post-observation conferences, and progress-monitoring data	6/2/2015 monthly
G3.B3.S2.MA1	Review student and teacher activity reports and discuss progress with ELA teachers	Massengale, Jamie	10/13/2014	Student work samples, time on stations report	6/2/2015 monthly
G4.MA1	Formative and summative assessments, benchmark assessments	Moyer, Becky	8/18/2014	Formative and summative assessments and benchmark assessments will show that students are mastering the skills needed to make learning gains toward passing the Algebra EOC.	6/2/2015 quarterly
G4.B3.S1.MA1	Review benchmark assessment results, formative and summative assessments	Moyer, Becky	10/1/2014	Benchmark assessment data will show mastery of algebra standards.	6/2/2015 quarterly
G4.B3.S1.MA1	PLC meetings and collaboration	Moyer, Becky	10/1/2014	Benchmark assessment data, PLC meetings and collaboration, Lesson plans	6/2/2015 quarterly
G4.B3.S2.MA1	Classroom walk-throughs to ensure that PLC plans are implemented in the classroom.	Moyer, Becky	8/18/2014	Walk-through data	6/2/2015 monthly
G4.B3.S2.MA1	Attend PLC meetings and collaborate with math teachers to explore the Depth of Knowledge (DOK) complexity levels in the Florida Standards.	Moyer, Becky	8/18/2014	PLC meeting notes, Lesson plans, Walk-through data	6/2/2015 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G3.** ELA Goal (Reading and Writing): During the 2015 school year, SHS will meet the proficiency and learning gain goals as set by the ambitious instructional ELA targets for the total population and all subgroups as measured by either district developed targets or AMOs.

**G3.B1** Unpacking and deconstructing the new Florida Standards is a new and time-consuming process for teachers.

**G3.B1.S1** Teachers will meet weekly by grade level in professional learning communities to unpack standards.

### **PD Opportunity 1**

Schedule department training for teachers during instructional days to unpack standards.

#### **Facilitator**

Jamie Massengale/Catherine Coccozza

#### **Participants**

9-11 Grade ELA Teachers

#### **Schedule**

Semiannually, from 10/27/2014 to 6/2/2015



**G4.** Math Goal (Algebra and Geometry): During the 2015 school year, SHS will meet the proficiency and annual learning gain goals as set by the ambitious instructional math targets for the total population and all subgroups as measured by either district developed targets or AMOs.

**G4.B3** Limited basic math skills necessary to be successful in Algebra and to pass the Algebra EOC in the Spring.

**G4.B3.S2** Provide low-performing math students with extra time to master their Algebra skills in an Algebra 1A/1B block course.

### **PD Opportunity 1**

Develop the master schedule to address the needs of our math students, and provide math teachers with collaborative time to review the Florida Standards and EOC exam requirements.

#### **Facilitator**

Literacy Leadership Team

#### **Participants**

Math Teachers

#### **Schedule**

Quarterly, from 3/31/2014 to 6/2/2015

## Technical Assistance Items

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

**G3.** ELA Goal (Reading and Writing): During the 2015 school year, SHS will meet the proficiency and learning gain goals as set by the ambitious instructional ELA targets for the total population and all subgroups as measured by either district developed targets or AMOs.

**G3.B3** The deficient technical skills of the students to complete a computer-based test may skew the results of both the reading and writing sections of the assessment.

**G3.B3.S2** USA Test Prep site license has been purchased to support 9-11 grade FSA objectives.

### **PD Opportunity 1**

ELA teachers will utilize the Test Prep site license as an additional resource.

#### **Facilitator**

Katherine Harrison

#### **Participants**

ELA Teachers

#### **Schedule**

Daily, from 10/13/2014 to 6/2/2015

**G4.** Math Goal (Algebra and Geometry): During the 2015 school year, SHS will meet the proficiency and annual learning gain goals as set by the ambitious instructional math targets for the total population and all subgroups as measured by either district developed targets or AMOs.

**G4.B3** Limited basic math skills necessary to be successful in Algebra and to pass the Algebra EOC in the Spring.

**G4.B3.S1** Provide low-performing math students who have not passed the Algebra EOC exam with an intensive math course.

### **PD Opportunity 1**

Progress-monitor student performance on benchmark assessments and classwork to provide interventions as needed.

#### **Facilitator**

Testing Coordinator/District Research, Assessment, and Evaluation (RAE) Staff

#### **Participants**

Math Teachers

#### **Schedule**

Biweekly, from 8/18/2014 to 6/2/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 2: Science Goal (Biology):</b> During the 2015 school year, SHS will meet the proficiency goal for the Biology EOC exam as set by district developed targets.	1,000
<b>Goal 3: ELA Goal (Reading and Writing):</b> During the 2015 school year, SHS will meet the proficiency and learning gain goals as set by the ambitious instructional ELA targets for the total population and all subgroups as measured by either district developed targets or AMOs.	1,125
<b>Grand Total</b>	<b>2,125</b>

**Goal 2: Science Goal (Biology):** During the 2015 school year, SHS will meet the proficiency goal for the Biology EOC exam as set by district developed targets.

Description	Source	Total
<b>B3.S1.A1</b> - Biology teacher stipends	School Improvement Funds	1,000
<b>Total Goal 2</b>		<b>1,000</b>

**Goal 3: ELA Goal (Reading and Writing):** During the 2015 school year, SHS will meet the proficiency and learning gain goals as set by the ambitious instructional ELA targets for the total population and all subgroups as measured by either district developed targets or AMOs.

Description	Source	Total
<b>B1.S1.A2</b> - District Professional Development funds	Title II	1,125
<b>Total Goal 3</b>		<b>1,125</b>