2013-2014 SCHOOL IMPROVEMENT PLAN

Suncoast Community High School

1717 AVENUE S
Riviera Beach, FL 33404
561-882-3400
www.edline.net/pages/suncoast_high_school

School Demographics

School Type High School	**Title I** No	**Free and Reduced Lunch Rate** 30%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 57%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Suncoast Community High School

Principal
Linda Cartlidge

School Advisory Council chair
Melanie Paulus

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Karen Blummner	Assistant Principal
Jana Hartley	Assistant Principal
Robin Kantor	Assistant Principal
Kevin Oates	Assistant Principal
Lisa Raiford	Assistant Principal
Michael Riekenberg	Assistant Principal

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Melanie Paulus, SAC Chair
Chris Childress, SAC Secretary
Shampale Holland, SAC Treasurer
Cassandra Smith Burney, SAC Community Member
We have 25 voting members on our SAC - 21 parents; 1 Principal; 2 teachers; 1 support staff member; 1 student and 1 community member. 72% of our SAC are non-district employees; 28% work for the district.

Involvement of the SAC in the development of the SIP

A presentation was given at the first SAC meeting on August 23rd regarding the changes to this year's School Improvement Plan (SIP) as well as the school data. SAC was invited to attend our SIP collaboration meeting on Friday, September 20th; 1 parent attended. At the SIP collaboration meeting

the parental involvement goal was established and the academic goals for the year were discussed. A presentation of the SIP was delivered on September 26th for comment and final approval.

Activities of the SAC for the upcoming school year

SAC will meet monthly to discuss the school policies, procedures, data and events. SAC plans on working with the school to implement the improvement plan by monitoring student progress on diagnostic assessments; which will be presented to the SAC in the fall and winter. SAC will also approve funding requests that support the goals listed in the SIP.

Projected use of school improvement funds, including the amount allocated to each project

Pre-Calculus Jump-Start Program $1,861.20
College Fair Booklets, marketing $500.00
Career Fair, booths and supplies $1000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
7

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Linda Cartlidge		
Principal	Years as Administrator: 19	Years at Current School: 5

Credentials	B.A. in English, Gordon College; M.A.T. Liberal Studies, Lewis And Clark College; Ed.S. Educational Leadership and Ed.D. Educational Leadership, Nova Southeastern University; Certifications: English (9-12), Educational Leadership (K- 12), School Principal (K-12) Endorsements: English to Speakers of Other Languages, and Reading
Performance Record	Suncoast High School FY13 School Grade Pending Suncoast High School FY12 Grade A Suncoast High School FY11 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY10 Grade A - AYP Criteria Satisfied: 97% Suncoast High School FY09 Grade A - AYP Criteria Satisfied: 97% West Riviera Elementary FY08 Grade C - AYP Criteria Satisfied: 90% Lake Park Elementary FY07 Grade A - AYP Criteria Satisfied: 100% Pine Grove Elementary FY06 Grade A - AYP Criteria Satisfied: 95% Pine Grove Elementary FY05 Grade B - AYP Criteria Satisfied: 97%

Karen Blummner		
Asst Principal	Years as Administrator: 8	Years at Current School: 4

Credentials	Bachelor of Science in Public Relations from the University of Florida; Masters Degree in Elementary Education from Florida Atlantic University; Specialist Degree in Educational Leadership from Florida Atlantic University; Elementary Education; ESOL Endorsement; School Principal K-12
Performance Record	Suncoast High School FY2012 School Grade Pending Suncoast High School FY2011 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY10 Grade A - AYP Criteria Satisfied: 97% Boca Middle School FY09 Grade A - AYP Criteria Satisfied: 87% Boca Middle School FY08 Grade A - AYP Criteria Satisfied: 90% Boca Middle School FY07 Grade A - AYP Criteria Satisfied: 82% Boca Middle School FY06 Grade A - AYP Criteria Satisfied 79%

Kevin Oates		
Asst Principal	Years as Administrator: 7	Years at Current School: 14

Credentials	B.S. in Marketing Management from Florida State University; M.S.in Exceptional Student Education from Florida State University; Educational Leadership Certification form Nova-Southern University
Performance Record	Suncoast High School FY2013 School Grade Pending Suncoast High School FY2012 Grade A Suncoast High School FY2011 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY10 Grade A - AYP Criteria Satisfied: 97% Suncoast High School FY09 Grade A - AYP Criteria Satisfied: 97% Suncoast High School FY08 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY07 Grade A - AYP Criteria Satisfied: 100% Lincoln Elementary School FY06 Grade D - AYP Criteria Satisfied: 74% Lincoln Elementary School FY05 Grade D - AYP Criteria Satisfied: 70% Lincoln Elementary School FY04 Grade C - AYP Criteria Satisfied: 70% Lincoln Elementary School FY03 Grade C Bear Lakes Middle School FY02 Grade C - AYP Data Not Available Bear Lakes Middle School FY01 Grade C - AYP Data Not Available Bear Lakes Middle School FY00 Grade D - AYP Data Not Available

Jana Hartley		
Asst Principal	Years as Administrator: 11	Years at Current School: 11

Credentials	B.A.and M.A. in English from McNeese State University; Education Leadership Certification from Florida Atlantic University; Endorsements: English to Speakers of Other Languages (ESOL)
Performance Record	Suncoast High School FY2013 School Grade Pending Suncoast High School FY2012 Grade A Suncoast High School FY2011 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY10 Grade A - AYP Criteria Satisfied: 97% Suncoast High School FY09 Grade A - AYP Criteria Satisfied: 97% Suncoast High School FY08 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY07 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY06 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY05 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY04 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY03 Grade B - AYP Criteria Satisfied: Yes

Lisa Raiford		
Asst Principal	Years as Administrator: 6	Years at Current School: 21

Credentials	Ed.D., Instruction and Curriculum, subspecialization in Teacher Education, University of Florida; M.Ed., Science Education (PROTEACH), University of Florida; B.S. in Microbiology
Performance Record	Suncoast High School FY2013 School Grade Pending Suncoast High School FY2012 Grade A Suncoast High School FY2011 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY10 Grade A - AYP Criteria Satisfied: 97% Suncoast High School FY09 Grade A - AYP Criteria Satisfied: 97% Suncoast High School FY08 Grade A - AYP Criteria Satisfied: 100% Suncoast High School FY07 Grade A - AYP Criteria Satisfied: 100%

Michael Rieckenberg		
Asst Principal	Years as Administrator: 5	Years at Current School: 1

Credentials	Bachelor of Science in Special Education from Southern Illinois University, Carbondale IL; Master of Education in Educational Leadership from Nova Southeastern University; ESOL Endorsement
Performance Record	Suncoast High School FY13 School Grade Pending Pioneer Park Elementary FY2012 Grade D Pioneer Park Elementary FY2011 Grade C - AYP Criteria Satisfied 61% Pioneer Park Elementary FY2010 Grade D - AYP Criteria Satisfied 67% Pioneer Park Elementary FY2009 Grade D - AYP Criteria Satisfied 67%

Robin Kantor		
Asst Principal	Years as Administrator: 0	Years at Current School: 0

Credentials	B.S. in Political Science and Secondary Education, Vanderbilt University; M.Ed. in School Administration (K-12), Vanderbilt University Endorsements: English to Speakers of Other Languages
Performance Record	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Mary Ann Swan		
Part-time / District-based	Years as Coach: 3	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	B.A. English Literature; M.S. Reading; J.D. Law	
Performance Record	Suncoast High School FY2013 School Grade Pending Suncoast High School FY2012 Grade A, FCAT Reading 2.0 9th Grade 96%; FCAT Reading 2.0 10th Grade 94%;	

Classroom Teachers

# of classroom teachers

89

 # receiving effective rating or higher

85, 96%

 # Highly Qualified Teachers

97%

 # certified in-field

84, 94%

 # ESOL endorsed

16, 18%

 # reading endorsed

4, 4%

 # with advanced degrees
50, 56%

 # National Board Certified
16, 18%

 # first-year teachers
5, 6%

 # with 1-5 years of experience
16, 18%

 # with 6-14 years of experience
34, 38%

 # with 15 or more years of experience
39, 44%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
3, 75%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
18

 # receiving effective rating or higher
0, 0%

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Suncoast Community High School (SCHS) in Rivera Beach, Florida recruits highly qualified, effective teachers by fulfilling the Mission and Vision of the school. The Mission of SCHS is to provide a challenging, innovative program to a diverse student population, empowering each individual to successfully compete in and contribute to the global society, while maintaining a safe school environment and allocating resources accordingly. The mission is also the culture of the school, the driving force for all decisions, changes and improvements made to the curriculum. As a result, SCHS established a reputation as a rigorous, worldly, committed and reflective education institution, not only around Palm Beach County, but also the nation - making Suncoast Community High School a leader and beacon of future education initiatives.. Thus, teachers desire to become apart of the SCHS faculty because of the kinds of students the school attracts and develops.
Suncoast Community High School uses extensive training programs, professional learning communities and mentor programs to retain highly qualified, effective teachers. Training programs take place throughout the country all year long. Some of the training topics include:
1. Advanced Placement Training (all subjects); Kevin Oates,AP
2. IB/Diploma Programme Training (all subjects); Lisa Raiford, AP
3. IB/Middle Years Programme Training (all subjects); Jana Hartley, AP

4. Computer Science and Engineering training; Karen Blumner and Michael Rieckenberg, AP
Further, Professional Learning Communities (PLCs) meet monthly to develop and revise subject-based unit plans, at which time teachers are able to reflect on new information learned at training conferences, integrate standards from Common Core, Next Generation Sunshine State and International Baccalaureate (IB) into the lessons. PLCs debate various strategies to use in the classroom, sharing best practices and helping peers reflect on the practice of teaching and learning. Further, as both an individual school and IB Continuum school with John F. Kennedy Middle School (JFK), PLCs establish vertical and horizontal articulation plans that ensure all teachers infuse the IB Areas of Interaction (Community and Service; human ingenuity; Environments; Health and Social Education) and IB Learner Profile every day. These plans act as "a set of ideals that ... inspire[s], motivate[s] and focus[es] the work of [SCHS and JFK] uniting [us] in a common purpose (International Baccalaureate Organization, updated 2009)."

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers to the district will be participants in the district ESP program held on campus. There will be monthly meetings with mentors and/or group sessions to provide support and feedback to the new teachers while ensuring they meet the district requirements for certification. Additionally, new teachers to the school, but not the district, will be invited to participate in the feedback sessions as well in order to acclimate to Suncoast Community High School's (SCHS) unique school culture and nuances. Each teacher new to the school will be assigned a mentor that will aid their transition into the SCHS and help infuse the new teacher into the culture and practice of the school as a whole.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Leadership Team data-based problem solving process focuses around one question: What strategies, programs and professional development will bring out the best in our school, our teachers, and in our students?
The team meets monthly to reflect on universal screening data and make instructional decisions to ensure the implementation of the school improvement plan and meet our annual measurable objectives (AMO). The team reviews progress monitoring data and classroom level data to identify students who are meeting/exceeding benchmarks or at moderate risk or at high risk for not meeting benchmarks.Based on the data, the team identifies areas of strength and weakness. Next, the team brainstorms reasons for the weakness; focusing on one possible cause and discussing possible solutions. The solutions may include professional development , new strategies and/or resources, and additional programming or activities. The team will utilize consensus building to narrow the solutions and develop an action plan. The action pan will include a clear plan to communicate the information to the stakeholders, an implementation period and time for reflection to determine if the action plan is successful or needs further revision.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal, Dr. Linda Cartlidge, will provide a common vision for the use of data-based decision-making; ensure that the school-based leadership team is implementing the SIP; conduct assessment of MTSS skills of school leadership staff; ensure implementation of intervention support and documentation; ensure adequate professional development to support MTSS and SIP implementation; and communicate with parents regarding SIP plans and activities.

Assistant Principals, will participate in the MTSS process; track and utilize data to make decisions and identify areas of strengths and weaknesses;develop and utilize MTSS skills to make decisions; train and model how to use the MTSS process with staff and students; research and discuss potential strategies to improve data and implement the SIP effectively; monitor, document and/or implement interventions and support teachers during the process; and communicate with faculty regarding SIP plans and activities.

Department Chairs and (Magnet) Program Coordinators will participate in a monthly MTSS process; utilize data to make decisions and identify areas of strengths and weaknesses; utilize MTSS skills to make decisions; monitor, document and/or implement interventions and support their team during the process; and communicate with students about their progress.

School Advisory Council (SAC) will utilize Collaborative Partnering and Shared Decision Making to assist in the reflection implementation of the SIP.

Other team members included in meetings as needed, but implement the action plan formulated through the MTSS process daily:

General Education Teachers, will provide information about core instruction and data; participate in student data collection; deliver instruction and intervention; collaborate with other staff members and integrate new strategies to meet the needs of all students as determined by the MTSS process.

Exceptional Student Education (ESE) Teacher, Mrs. Sweets, will participate in student data collection; integrate interventions and modifications into instruction; and collaborate with general education teachers through such activities as co-teaching and training.

Instructional Coach/Reading, Mary Ann Swan, will develop, lead, and evaluate school core content standards programs; identify and analyze existing literature on scientifically-based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student needs while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides for support for assessment and implementation monitoring.

School Psychologist Nancy Kahler will participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities.

Speech Language Pathologist: Will educate the team in the role language plays in curriculum, assessment, and instruction as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

Student Services Personnel (School Counselors, School Police, Support Staff and Nurse): Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselors will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team utilizes the following monitoring tools:
Baseline data and End-of-Year data (dependent on grade level): Florida Comprehensive Test 2.0 in Reading (FCAT 2.0, grade 9 and 10), Florida End-of-Course (EOC) Exams (grades 9 and 10), FCAT Writes! (grade 10), Middle Years Programme (MYP) Personal Project (grade 10), PERT (grade 11 and

12), ACT (grade 11 and 12), SAT (grade 11 and 12), International Baccalurate (IB) Assessments (grade 11 and 12), Advanced Placement Exam (grades 9-12)

Progress Monitoring: Curriculum Based Measurement (CBM), FCAT 2.0 and EOC Fall and Winter Diagnostic Assessments, classroom-based assessments aligned to MYP, IB and program-based standards, including industry certification practice assessments. Also, monthly School Advisory Council (SAC), Program Coordinator and Department Chair Meetings monitor the fidelity of the MTSS and SIP implementation.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Educational Data Warehouse (EDW), ManageBac, Edline, Gradequick and TERMS are systems used to access and analyze data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Leadership Team will communicate the MTSS process and build capacity by modeling and communicating with staff during the following: SAC , Learning Team Meetings (LTM), Professional Learning Communities (PLC), Department/Program meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Teachers provide tutoring everyday after school from 3- 4:30 pm. Each subject area and grade level designates a particular day so students can attend tutoring in each of their subjects, if needed. Some teachers also provide tutoring during lunch.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers analyze their classroom tests and quizzes to determine if students need to go to tutoring. They also utilize progress reports, diagnostics assessments and written work. Teachers identify whether or not the student is improving based on his or her performance on the next assessment. If the student continues to struggle he or she is identified by the program coordinator and/or assistant principal and are placed on an action contract.

Who is responsible for monitoring implementation of this strategy?

The program coordinators and assistant principals are responsible for monitoring.

Strategy: Before or After School Program

Minutes added to school year:

Students in the Middle Years Programme (all 9th and 10th graders) MSE, CS and IIT programs are required to complete reflective projects, internships and community action service projects. These projects develop the skills students will need to be successful members of the global economy such as collaboration, communication, leadership, reflection and service to others.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students must submit final projects that are graded by a panel of educators, dignitaries, community representatives and businessmen and woman. The panel offers feedback to the students on their strengths and weaknesses.

Who is responsible for monitoring implementation of this strategy?

The program coordinators monitor this process.

Strategy: Before or After School Program

Minutes added to school year:

Once a month teachers are given 2 1/2 hours to collaborate with each other, analyze data, develop and revise action plans and receive training on new and innovative programming that will enhance the classroom learning environment.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The Professional Development and Administrative Teams analyze the schools' data to determine the effectiveness of the professional development and collaboration.

Who is responsible for monitoring implementation of this strategy?

The Professional Development and Administrative Teams are responsible for the implementation.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Linda Cartlidge	Principal
Mrs. Jana Hartley	Assistant Principal
Mrs. Michelle Lackovic	ELA Department Head

Name	Title
Mrs. Mary Ann Swan	Reading Coach
Mrs. Zandra Harris	Media Specialist
Mrs. Louisamae Perry	English Teacher
Mrs. Robin Kantor	Assistant Principal

How the school-based LLT functions

The purpose of the LLT to create a single school culture around literacy within the school. The principal, reading coach, reading teachers and other appointees meet once per
month. The team builds action plans, promotes collegiality and collaboration, and assists teachers in creating a culture of literary. The principal takes the lead in setting the meetings. The agendas include discussions of the team's goals and progress as well as identification of new strategies/activities to implement. As additional needs and concerns arise, the Team will investigate the concern, study, and plan a course of action, implement the action, analyze its effectiveness, and reflect on the process. This is a continuous process throughout the year.

Major initiatives of the LLT

Research-Based Writing needs to be more thoroughly addressed in 9th and 10th grade classes to build students' knowledge and stamina prior to 11th grade.
Problem: Students who write Extended Essays and complete Senior Projects have little to no knowledge of proper citation of sources. In addition, all students must complete a Middle Years Programme (MYP) Personal Project at the end of grade ten (10), which requires a written research paper. Students need more practice in proper citation and documentation of sources.
Barrier(s) to achieve the goal: (1) The number of assessments in the MYP and AP curriculum in 9th and 10th grade. (2) Provide time to collaborate and from resources, such as training from our media specialist.
Strategy to achieve the goal: Teachers will integrate one research paper into the curriculum in 9th and 10th grade.
How will the strategy be monitored for implementation and fidelity: Scoring papers and results/ improvements on the written research papers in subsequent years.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

In 2014 84% of the lowest 25% will make learning gains on the FCAT 2.0 Reading assessment. Further, teachers will increase the school Value-Added Model score by infusing reading skills into their curriculum.
To achieve this goal, the all core content area teachers will infuse critical reading and vocabulary into their curriculum at least twice monthly. Further, all teachers will infuse critical reading and writing into the curriculum weekly through reflections, practice AP essays, and the reading of novels non-fiction text.
Barrier to the goal: Teachers have multiple governing bodies dictating their curriculum, including the state, IBO, and college board, which leaves little time to deepen and practice basic reading skills.
Strategy to achieve the goal: Twice monthly, the literacy coach will locate and distribute these passages to teachers and supply the answer key. Teachers will administer them silently but go over the answers with students afterwards.
How the strategy will be monitored for implementation and fidelity: The literacy coach will monitor data from the reading diagnostics and FCAT 2.0 scores.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Suncoast is a choice school with four magnet programs. Embedded in the Computer Science Magnet and Math, Science, and Engineering Magnet are numerous technical courses in which students apply learning to real life problems.
Further, we provide Industrty Certification in the following courses: AP Computer Science A, IB Computer Studies II, Commerical Photography, Intro to Information Technologies, Web Design, and Drafting and Illustrative Design.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Suncoast high school hosts a College Showcase in September, bringing in over 70 college recruiters from across the county for students to meet and explore their post-secondary options. In January the Career Fair presents over 150 different careers to students; aiming to increase their knowledge about the kinds of career pathways available to them. Following the Career Fair, juniors attend an assembly entitled "Making Your College Search Count" and seniors attend an assembly entitled "Making Your Career Search Count."
The Counseling Services Department is utilizing Naviance, a college and career search engine and communication tool with students. It allows the school counselors to guide students through choosing the right college or career for them and allows parents to interact in the process from home. The school counselors utilize the information from the program to help students select programs and courses that enable them to meet their future goals.

Strategies for improving student readiness for the public postsecondary level

Suncoast is an "AP for all" school. Over 90% of students enroll in at least one AP, IB or Dual enrollment class on campus. Over 85% of students complete a college preparatory curriculum prior to graduation. Students are pushed to explore what it will be like to handle a college level course load while in high school while they can still receive support from teachers, administrators and parents. As a result, in the last three years, over 95% of students enrolled in
Strategies to improve student readiness include but are not limited to the following: ACT/SAT prep classes will be offered; ACT/SAT prep strategies will be a part of lesson plans in core subject areas; the SAT and PSAT will be offered during the school day once a year; prepare students for industry certification in four areas; utilize the AP potential report to identify more students that would be targeted to take AP classes; track students based on Bright Futures requirements and motivate students to meet the requirements beginning freshman year; identify students not enrolled in level 3 courses and encourage during course selection to increase the rigor of their schedule choices.

Expected Improvements

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	94%	95%	Yes	95%
American Indian		100%		
Asian	98%	95%	Yes	98%
Black/African American	83%	87%	Yes	84%
Hispanic	97%	95%	Yes	97%
White	98%	98%	Yes	98%
English language learners				
Students with disabilities	67%	84%	Yes	70%
Economically disadvantaged	85%	89%	Yes	87%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	14%	15%
Students scoring at or above Achievement Level 4	637	80%	81%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	616	81%	83%
Students in lowest 25% making learning gains (FCAT 2.0)	34	80%	84%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		100%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	316	96%	97%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	359	96%	97%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	98%	Yes	70%
American Indian		100%		
Asian		100%		
Black/African American	58%	84%	Yes	63%
Hispanic		94%		
White	79%	99%	Yes	81%
English language learners		100%		
Students with disabilities		67%		
Economically disadvantaged	63%	98%	Yes	66%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	85	95%	98%
Students in lowest 25% making learning gains (EOC)	*[data excluded for privacy reasons]*		96%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	322	98%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	27%	25%
Students scoring at or above Achievement Level 4	94	70%	75%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	18%	18%
Students scoring at or above Achievement Level 4	107	74%	79%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	22%	22%
Students scoring at or above Achievement Level 4	296	76%	78%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1596		1506
Participation in STEM-related experiences provided for students	1596	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	752	52%	60%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses		96%	97%
Students taking one or more advanced placement exams for STEM-related courses	939	59%	65%
CTE-STEM program concentrators	5		15
Students taking CTE-STEM industry certification exams	30	2%	10%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	483	33%	40%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	659	93%	94%
Completion rate (%) for CTE students enrolled in *accelerated* courses		99%	100%
Students taking CTE industry certification exams	234	16%	20%
Passing rate (%) for students who take CTE industry certification exams		66%	80%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	6	7%	8%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	1	1%	0%
Students in ninth grade with one or more absences within the first 20 days	6	2%	1%
Students in ninth grade who fail two or more courses in any subject	16	4%	1%
Students with grade point average less than 2.0	12	1%	0%
Students who fail to progress on-time to tenth grade	1	0%	0%
Students who receive two or more behavior referrals	29	2%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	4	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	20	1%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	328	100%	99%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	3	100%	100%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	348	99%	100%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parent awareness of activities and events in order to increase attendance at activities. Parents will be notified through weekly "Charger Updates," monthly newsletters sent home with students, and quarterly newsletters that will be sent home with report cards. Also, the marquee is updated weekly with information, as is Edline.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of parents that successfully receive communications from the school.	750	50%	95%

Area 10: Additional Targets

Additional targets for the school

All teachers will infuse the content required by Florida Statute 1003.42 (2) and S.B. policy 2.09 (8) (b), as applicable to appropriate grade levels including but not limited to History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Improve retention rate of freshman by 50%.	43	10%	5%
As apart of the new assessments for moderation, 85% of the MYP Personal Fitness students will perform the mile run in eleven minutes or less.	0	0%	85%
85% of freshman and sophomores enrolled in a Language B (second language) will receive final grades of C or higher, thus preparing them for success in subsequent levels of study.	NA	50%	85%

Goals Summary

G1.   100% of students will be proficient on the Algebra 1 and Geometry EOC exams.

G2.   100% of students will pass the Biology EOC exam.

G3.   97% of students will score a 4.0 or higher on the FCAT Writes! assessment in 10th grade.

Goals Detail

G1. 100% of students will be proficient on the Algebra 1 and Geometry EOC exams.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Gizmos; district and state supplemental and support amterials

Targeted Barriers to Achieving the Goal
- 20 of the students currently enrolled in Algebra I are in the lowest 25% in math and of those students, 16 are in the lowest 25% for both Math and Reading.

Plan to Monitor Progress Toward the Goal

Teachers utilizing the strategies will see a correlation between monitoring for the desired effect of each strategy and students' proficiency scores.

Person or Persons Responsible
Teachers and Administration

Target Dates or Schedule:
Following Fall and Winter Diagnostics and the EOC.

Evidence of Completion:
Data

G2. 100% of students will pass the Biology EOC exam.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- On-line tutorials, small group tutoring, sample EOC questions, item specifications

Targeted Barriers to Achieving the Goal
- Time is the main barrier due to the MYP curriculum and assessments.

Plan to Monitor Progress Toward the Goal

Hold team collaboration meetings to analyze data, determine progress and monitor success.

Person or Persons Responsible
Teachers and Administrators

Target Dates or Schedule:
October, February and August

Evidence of Completion:
Meeting agendas, notes and data

G3. 97% of students will score a 4.0 or higher on the FCAT Writes! assessment in 10th grade.

Targets Supported
- Writing

Resources Available to Support the Goal
- Sample prompts, rubrics, EDW

Targeted Barriers to Achieving the Goal
- In order to provide teachers with the time needed to collaborate funding and time is a barrier.

Plan to Monitor Progress Toward the Goal

Track student's data on the practice assessments to calculate the number of proficient students before, during and after the implementation of the strategies.

Person or Persons Responsible
Teachers and Administrators

Target Dates or Schedule:
October - January

Evidence of Completion:
Meeting agendas, notes and data

Action Plan for Improvement

Problem Solving Key

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

G1. 100% of students will be proficient on the Algebra 1 and Geometry EOC exams.

G1.B1 20 of the students currently enrolled in Algebra I are in the lowest 25% in math and of those students, 16 are in the lowest 25% for both Math and Reading.

G1.B1.S1 Use of blackboard configuration identifying daily objectives, essential questions/learning goals and scales.

Action Step 1

Blackboard configuration will provide students with daily objectives, essential questions/learning goals and scales.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily (use in classrooms); LTM and Department Meetings (Monitoring/PD)

Evidence of Completion

Board Configuration and iObservation

Facilitator:

Assistant Principal and Marzano Teacher Liason

Participants:

Math Department

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

Observe the use of the strategy.

Person or Persons Responsible

Administration

Target Dates or Schedule

6 times, yearly, at minimum.

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G1.B1.S1

Student Interviews

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

On-going

Evidence of Completion

Student progress towards the learning goals and objectives; student tracking procedures

G1.B1.S2 Provision and facilitation of lunch-time tutoring with Mu Alpha theta Honors Society Students and content-area teachers

Action Step 1

Provide tutoring during lunch-time for students.

Person or Persons Responsible

Content-area teachers

Target Dates or Schedule

Monday - Thursday (tutoring); LTM and Department Meetings (Monitoring/PD)

Evidence of Completion

Tutoring sign-in sheets and student grades/work

Facilitator:

Department Head and Assistant Principal

Participants:

Algebra and Geometry Teachers

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

Monitor attendance and the support given by students. Also, utilize gizmos and district/state provided supplemental and support materials to reinforce concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Sign-in sheets; students' work

Plan to Monitor Effectiveness of G1.B1.S2

Correlation between attendance and student performance

Person or Persons Responsible

Teachers and Mu Alpha Theta Sponsor

Target Dates or Schedule

Quarterly

Evidence of Completion

sign-in sheets and students' grades

G2. 100% of students will pass the Biology EOC exam.

G2.B1 Time is the main barrier due to the MYP curriculum and assessments.

G2.B1.S1 Target students to attend after school tutorial to get the extra help they need and teach additional strategies to improve student achievement.

Action Step 1

Analyze data from fall and winter diagnostics to select taret students.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October and February

Evidence of Completion

student scores and tutoring sign-in sheets

Facilitator:

Department Head and Assistant Principal

Participants:

Biology Teachers

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

Track the number of targeted students that attend tutoring.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Year-long (tracking);

Evidence of Completion

Excel spreadsheet

Plan to Monitor Effectiveness of G2.B1.S1

Track the number of targeted students that attend tutoring and how they preform post-tutoring on the EOC.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

February (diagnostics); August (EOC)

Evidence of Completion

Excel Spread Sheet (data)

G3. 97% of students will score a 4.0 or higher on the FCAT Writes! assessment in 10th grade.

G3.B1 In order to provide teachers with the time needed to collaborate funding and time is a barrier.

G3.B1.S1 9th and 10th grade English teachers will participate in two consensus scoring collaborations and develop action plans to address the areas of weakness based on the data from the practice assessments.

Action Step 1

Secure substitutes for teachers classes on the consensus scoring date.

Person or Persons Responsible

Administration

Target Dates or Schedule

October and December

Evidence of Completion

Substitute pay stubs and assignments.

Facilitator:

Mrs. Perry

Participants:

10th Grade English Teachers

Action Step 2

Analyze data from practice assessments at the consensus scoring meetings.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October and December

Evidence of Completion

Meeting Agenda, notes, action plan and data.

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

Administrators will observe the implementation of the action plan.

Person or Persons Responsible

Administration

Target Dates or Schedule

October - January

Evidence of Completion

iObservation

Plan to Monitor Effectiveness of G3.B1.S1

Track the number of non-proficient students before, during and after the consensus scoring and implementation of the action plan. Determine if those students made gains based on the action plan created after consensus scoring.

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule

October - January

Evidence of Completion

Excel Spread Sheet (data); samples of student writing (portfolios)

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

CTE funding is allocated to provide teachers with the necessary training and tools to successfully administer industry certification exams in Adobe, Microsoft and AutoCad.

Suncoast High School integrates Single School Culture through the following mantra, "We are Suncoast."

We are the World. (diversity, awareness, think of others)

We are Committed. (community, service, support, environmentally conscious)

We are Reflective. (learn, improve, apologize)

We are Leaders. (model citizens, initiative)

We are the Future. (focus, preparation for career or college, passion)

We are Suncoast.

The Universal Guidelines for Success are shared each year through the student handbook, Success Assemblies, Edline, public service announcements, posters and daily quotes. Teachers and administrators abide by the behavioral matrix and teach expected behaviors to students. Information is communicated with parents through weekly Charger updates via e-mail, monthly and quarterly Charger Newsletters sent home, PArentLink, SAC meetings, the marquee and Edline. The SwPBS team monitors the implementation of the program and devises action plans to address needs and/or concerns. An appreciation for Multicultural Diversity is instilled through anti-bullying programs, school counselor training, monthly celebrations and awareness campaigns and within daily lessons.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 100% of students will be proficient on the Algebra 1 and Geometry EOC exams.

G1.B1 20 of the students currently enrolled in Algebra I are in the lowest 25% in math and of those students, 16 are in the lowest 25% for both Math and Reading.

G1.B1.S1 Use of blackboard configuration identifying daily objectives, essential questions/learning goals and scales.

PD Opportunity 1

Blackboard configuration will provide students with daily objectives, essential questions/learning goals and scales.

Facilitator

Assistant Principal and Marzano Teacher Liason

Participants

Math Department

Target Dates or Schedule

Daily (use in classrooms); LTM and Department Meetings (Monitoring/PD)

Evidence of Completion

Board Configuration and iObservation

G1.B1.S2 Provision and facilitation of lunch-time tutoring with Mu Alpha theta Honors Society Students and content-area teachers

PD Opportunity 1

Provide tutoring during lunch-time for students.

Facilitator

Department Head and Assistant Principal

Participants

Algebra and Geometry Teachers

Target Dates or Schedule

Monday - Thursday (tutoring); LTM and Department Meetings (Monitoring/PD)

Evidence of Completion

Tutoring sign-in sheets and student grades/work

G2. 100% of students will pass the Biology EOC exam.

G2.B1 Time is the main barrier due to the MYP curriculum and assessments.

G2.B1.S1 Target students to attend after school tutorial to get the extra help they need and teach additional strategies to improve student achievement.

PD Opportunity 1

Analyze data from fall and winter diagnostics to select taret students.

Facilitator

Department Head and Assistant Principal

Participants

Biology Teachers

Target Dates or Schedule

October and February

Evidence of Completion

student scores and tutoring sign-in sheets

G3. 97% of students will score a 4.0 or higher on the FCAT Writes! assessment in 10th grade.

G3.B1 In order to provide teachers with the time needed to collaborate funding and time is a barrier.

G3.B1.S1 9th and 10th grade English teachers will participate in two consensus scoring collaborations and develop action plans to address the areas of weakness based on the data from the practice assessments.

PD Opportunity 1

Secure substitutes for teachers classes on the consensus scoring date.

Facilitator

Mrs. Perry

Participants

10th Grade English Teachers

Target Dates or Schedule

October and December

Evidence of Completion

Substitute pay stubs and assignments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	97% of students will score a 4.0 or higher on the FCAT Writes! assessment in 10th grade.	$473
	Total	$473

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Substitute Budget	$473	$473
Total	$473	$473

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. 97% of students will score a 4.0 or higher on the FCAT Writes! assessment in 10th grade.

G3.B1 In order to provide teachers with the time needed to collaborate funding and time is a barrier.

G3.B1.S1 9th and 10th grade English teachers will participate in two consensus scoring collaborations and develop action plans to address the areas of weakness based on the data from the practice assessments.

Action Step 1

Secure substitutes for teachers classes on the consensus scoring date.

Resource Type

Personnel

Resource

Substitutes will cover teacher's classes while they are collaborating and consensus scoring.

Funding Source

Substitute Budget

Amount Needed

$473