Sarasota High School

2017-18 Schoolwide Improvement Plan

Sarasota High School

2155 BAHIA VISTA ST, Sarasota, FL 34239

www.sarasotacountyschools.net/sarasotahigh

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	B

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sarasota High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To Teach, Challenge, Support, and Inspire

2. School Environment

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

Sarasota High School has a rich history of school pride. This is evidenced by the meaningful student-teacher relationships across our campus. With the implementation of two new mentor-ship programs, Quarterdeck Crew & What's the Risk?, in addition to our quarterly advisory periods, staff and students to get to know each other enabling students to have as many adults or upperclassman that they can seek out for guidance, advice, friendship, tutoring, or camaraderie when needed. Additionally, we offer free after school teacher-facilitated tutoring sessions for all students who are interested in academic support.

SHS will also offer grade level assemblies for the 2017-2018 school year. Topics are intended for specific grade levels pertinent to general "class" information sessions. These may include, but are not limited to: graduation requirements, Senior Awards night, FAFSA &/or College Night information, cap/gown/school ring presentations, etc.

Additional opportunities for SHS students to become an active member of the school community are through participation in a variety of staff sponsored clubs and extra-curricular activities in which students interact with classmates and staff in non-classroom situations. Staff actively encourages every student to participate in at least one extra-curricular activity. Available clubs are: American Civil Liberties Union (ACLU); American Sign Language; Campus Life/YFC (Youth for Christ); Chess Club; Computer Programming; Culinary Club; Drama Guild; D-FY (Drug-Free Youth); Enviro Club; FCA (Fellowship of Christian Athletes); FBLA (Future Business Leaders of America); HOSA Government; LaSertoa; Junto (Grade 10-12); Key Club; Lady Sailor Service Club; Mighty Sailor Band; National Honor Society; National Arts Honor Society; National English Honor Society; Poetry Club; Sailors Log; Sarasota High Humane Society Club; Speech & Debate Team; Student Government Association; Students Working Against Tobacco (SWAT); The Sarasotan; TSA (Technology Student Association); ROTC: Junior Reserve Officer Training Corps (JROTC); and YMCA Achievers.

SHS, in connection with Embracing Our Differences, will be hosting the Inaugural Sarasota High Chalk Festival. This awesome opportunity to participate an artistic ability showcase of talents will get positive messages into the community. We have partnered with our friends from the Sarasota Chalk Festival and Embracing Our Differences to host this event in November 2017.

With the revamping of our Positive Behavior Intervention Support Plan, SHS has built in student recognition opportunities rewarding students based upon 3 anchors: Respect, Responsibility, and Reliability. Through CREST, students can have academic, attendance, and behavioral incentives for individualized achievements. The program will begin full implementation at the end of semester 1 and celebrate student successes in a variety of ways which may include: spirit T-shirts, food and drinks, extra-curricular events, and/or entertainment to show how proud we are of them and their accomplishments.

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

Staff visibility is a priority at all times throughout the school day. Administrators, Teachers, Support Staff, Security Personnel, and School Resource Officer(s) are strategically assigned supervision zones before, during, and after school to ensure a safe and secure learning environment. This visibility ensures that students feel comfortable and safe when they are on our campus and it also allows us to form relationships with students that we otherwise wouldn't have met. Teachers are expected to be at their doors during transitions to greet their students and provide supervision in the hallways. Administrators are assigned to high traffic zones, while school security personnel are assigned to main building hallways, parking lot areas, and the North & South ends of School Avenue gate access areas. .

Through Sarasota County Schools Safety and Security Director, the five campus security monitors attend annual training in student monitoring procedures and expectations. In addition, our partnership with Sarasota Police Department affords one School Resource Officer (SRO) to support administration and the security team to enforce high standards for student behavior on campus. SHS adheres to regular emergency safety drills, aligned to Sarasota County Schools Safety & Security directives, to ensure our staff and students are prepared should an emergency arise. As many schools, SHS strives to maintain a single point of entry for all campus visitors each school day. Upon arrival, visitors are requested for personal identification and then clearance is granted to access to campus through the Raptor System. This is a check and balance system designed to deny access to non FDLE approved visitors to our school campus.

After school, the administrative team and/or SHS athletic staff provide active supervision. The scheduling of administrators and teacher leaders to supervise after school and extra curricular activities is yet another opportunity for staff to foster relationships with students and parents.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Sarasota High School is revamping our current Positive Behavior Intervention Support plan. Based on three core values: Respect, Responsibility and Reliability, all SHS Sailors will be Anchored in Success. Aligned with the PBIS program, layers of support for attendance, academic performance, and behavior management are embedded. With the re branding of PBIS, Sailor staff and students will have clearly posted expectations of student behavior in: classrooms, hallways, transition areas, Cafeteria, Global Learning Center, courtyards, attendance and main offices. A cohesive team of teacher leaders, administrators, School Resource Officer, and school support staff have identified acceptable expected behaviors to be taught. Teachers share this information with their students at the beginning of the second semester and throughout the remainder year when needed. The intended areas for improvement as identified through historical data analysis are: (1) Attendance: tardiness and truancy, (2) Insubordination/Repetitive Disruptive Behavior, and (3) Drug Use and/or Possession.

At the start of the 2017-2018 school 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. An intentional focus on rewarding positive behaviors for those abiding by our expectations have been included in the PBIS plan.

Throughout the school year, SHS administrative and guidance staff participate in School Wide Support Team meetings weekly to address a multi tiered system of supports that can assist students needs are being met with every possible intervention available that would ensure every SHS sailor is Anchored in Success.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Sarasota High's Guidance department is highly qualified and always make themselves available for any students that are in need of counseling or just to lend an ear. If they feel that the student needs to be referred elsewhere, they utilize one of our contacts for mentoring or any other service they feel would best suit the student's needs. In connection with the district office, the SHS Guidance Team has been operating under a revised guidance plan affording 80% of the guidance counselor's time be allotted to working directly with students or student groups.

SHS has established the Quarterdeck Crew Mentoring Program to match at risk 10th and 11th grade students with a staff member to ensure our kids remain on track for graduation. A secondary mentoring program, What's the risk?, matches 9th grade bottom quartile, at risk students with current 10th and 11th grade students who had previously shared the same risk factors, but found success in overcoming barriers of transitioning from middle into high school.

SHS supports multiple opportunities for students to participate in community based mentoring and/or counseling programs suited to individual student needs, which include: Coastal Behavioral Health, JFCS, Y Achievers, Y Mentoring, Unidos Now, Big Brothers Big Sisters (Decisions to Win), First Step Counseling, and Take Stock in Children.

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

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Sarasota High School's administrators, counselors, teachers, instructional aides and support staff have adhered to the following established early warning processes for identifying students who are at risk of failing the above items:

Established Warning System for Attendance Below 90%:
1. Attendance Monitoring Team (APA, Guidance Counselor(s), Truancy Worker) performs monthly attendance audits, and reviews the generated reports. The Team notifies administration of students who have a monthly average attendance at or below a 90%.
2. Administration conducts a combination of the following corrective action items:

o A personalized call to the student's parent(s) are guardian(s).
o Mailing of letters to the students registered home address.
o Home visits conducted by SHS's school truancy officer and/or school social worker.
o Student and/or parent meetings with one of SHS's administrators and or counselors
o Matching the student up with mentor biased upon the student's identified failed attendance causes.
o Collaboration with SHS's School Wide Support Team for brainstorming and planning toward high school diploma issuance. This collaboration involves SHS administrators and counselors who work alongside district program specialists and additional school staff (truancy worker, school social worker, and/or SRO) to ensure the committee recommended interventions are applied.

Established Warning System for One or More Suspensions:
• Weekly suspension data is reviewed and discussed amongst the administration and teacher leadership team. Repeat offenders are afforded opportunities to revisit their past habits and choices and offered replacement behaviors through: counseling, restorative practices, parent conferences and/or alternative disciplinary options. Mediation meetings with teachers facilitating clear behavioral expectations and consequences are key.

Established Warning System for Course Failure in English Language Arts or Mathematics:
3. At risk students are discussed by admin team members and individual schedules are developed with individual needs in mind. Remediation opportunities are established and emphasized, communication with families critical, and a positive incentive program (CREST) developed. Students are progress monitored and admin works with teachers to ensure appropriate interventions are being utilized based on progress monitoring results. A summary of report card grades by teacher are reviewed quarterly to assist students and teachers with reaching academic goals.

Established Warning System for Failure to Achieve a Level 1 Score on State Wide, Standardized Assessments:
4. Progress monitoring takes place and SHS academic teams assess improvements, celebrate successes, and adjust instruction according to benchmark results and quarterly common assessments. All remediation opportunities are exhausted to ensure student success.
5. Students that have earned Level 1 in Mathematics are enrolled in an intensive math course, an algebra course for repeat students, and developed small class sizes for algebra 1B students.
6. Students that have earned Level 1 in English Language Arts are enrolled in an Intensive Language Arts course at the appropriate grade level.

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

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	122	117	109	441
One or more suspensions	0	0	0	0	0	0	0	0	0	32	35	27	12	106
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	72	70	51	3	196
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	132	110	4	0	246

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	67	76	26	11	180

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

Sarasota High School has established a process whereby we continually review student progress on a variety of levels through our School Wide Support Team. This team is comprised of guidance counselors, administrators, district assigned social worker, truancy officer, and school psychologist to strategically review at-risk students. Consideration of input from teachers, attendance clerk, instructional aides, ESE and ESOL Liaisons, community agency providers and mentors. The SWST team makes recommendations to best meet the academic and social/emotional needs of all students identified as at-risk.

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

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

SHS has multiple programs and events that could not happen without the support from active parent groups. For example, communities such as AICE, MaST, SSTRIDE, the Drama Guild, Band, Athletics, and the Sarasota High School Foundation are just a few that provide intellectual, social, physical, and emotional opportunities for student growth.
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. Sarasota High is continuously seeking ways to increase parent involvement. In addition to the district supported communication options, teachers are encouraged to utilize all tools at their disposal to keep in touch with families regarding their child's progress. Administration finds the District communication platform, Connect-Ed, to be a valuable communication method for reaching students and families via phone, email and text message. This communication method assists staff in sending out timely reminders of upcoming events, activities,

testing, and/or generalized school safety information.

Teachers are encouraged to utilize the communication system set up through the Parent Portal as another method of communication. Through this platform, parents are able to access real-time academic and attendance data providing a current snapshot of individual performance.

Two additional methods of accessing pertinent information applicable to SHS campus are through the school website and also the scrolling marquee. One staff member has been assigned to monitor and update both the online platform as well as the scrolling marquee on a weekly, or daily basis as needed.

Finally, SHS has a school newspaper that is published quarterly. The Sarasotan shares school news, current events, updates on academic and athletic celebrations and pertinent information regarding clubs and activities.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

SHS has a rich heritage in our community and it's alumni support is evident throughout the school year. SHS recognizes the value to our school community of involving this support for the benefit of our student body. With as large a school as SHS is, we attempt to work diligently with local business partners to support staff and students on our campus.

In addition to historical business partnerships that have been established, SHS is happy to add to our 2017-2018 partnerships (1) Boca Sarasota (2) Gecko's (Be Cool to Your School) and (3) Bradenton Marauders. These new community partners, in conjunction with previously established partnerships with business like Morton's Market, Michael's on East, Starbucks at MidTown Plaza, Panera Bread, etc. allow SHS to continue offering resources that support the school and student achievement.

We do this by seeking out partners for specific items such as our CREST celebration, recognizing student achievements, or any other events we host for students and families. There are also times when the community comes to us and offers services or materials to support staff and students. For example, MaST mentors assist students with their research projects, and we have collaborated with Mote Marine to support student learning.

Maintaining these partnerships are key to our support of staff and students and we are gracious of their help. Often times, SHS alumni will offer their support to our school by sharing their training and expertise, experiences they learned in high school that made a difference for them, and new and unique opportunities for our students as a way of giving back to the community that supported them.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Jones, David	Principal
Rumph, Greg	Assistant Principal
Stroughter, Keatrun	Assistant Principal
King, Bethany	Assistant Principal
Moyer, Becky	Assistant Principal
Chase, Ryan	Assistant Principal
Rupprecht, Mark	Other
Volz, Ed	Instructional Coach
Saslow, Laurie	Other
Kayser, Adria	School Counselor
Karas, Stella	Teacher, K-12
Kaplan, Deb	Teacher, K-12
Barresi, Gina	Teacher, K-12
Zagrocki, Hallie	Teacher, K-12

b. Duties

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

David Jones, Principal
*Provides overall leadership
*Prepares and manages the school's budget and allocated resources
*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

Bethany King, Assistant Principal of Curriculum
*Assist the principal with instructional functions to meet the educational needs of students and carries out the mission and goals of the school and district.
*Complete Classroom walk-throughs and formal/informal evaluations for instructional practices
*Evaluate data to help make school-based decisions.
*School wide Professional Development Plan & Implementation
*Hold staff/faculty meetings to inform and discuss current concerns, as well as train faculty and staff.
*Member of ILT

Ryan Chase, Assistant Principal of Administration
*Assist the principal with administrative functions to meet the educational needs of students and carries out the mission and goals of the school and district.
*Complete Classroom walk-throughs and formal/informal evaluations for instructional practices
*Evaluate data to help make school-based decisions.
*Hold staff/faculty meetings to inform and discuss current concerns, as well as train faculty and staff.
*Member of PBIS

Becky Moyer (Mathematics), Greg Rumph (Social Studies), Keatrun Stroughter (ELA/ILA) - Assistant Principals
*Complete classroom walk-throughs and formal/informal evaluations for instructional practices
*Participate in leadership team meetings to discuss issues and concerns with department heads.

*Participate in staff/faculty meetings to inform and discuss current concerns, as well as train faculty and staff.
*Provide a safe environment for teachers and students to work at a high level.

Mark Rupprecht, Behavior Specialist
*Identifies students based upon behavior concerns in conjunction with attendance and academic performance *Strategically designs interventions and action steps to for identified at-risk youth
*Progress monitors students' behavior plans weekly while analyzing performance data
*Counsels students on behavioral issues daily/weekly/as needed

Ed Volz, ESOL Liaison & Master Scheduler
*Identifies students based upon Limited Language abilities upon enrollment
*Progress monitors students' for reclassification, post-classification, or exiting from ESOL programming
*Collaborates with Administration & Department Chairs to build master schedule of course offerings based upon student academic performance data

Guidance Counselors (Adria Kayser) & AICE Coordinator (Laurie Saslow)
*Ensure that students are placed in the correct courses for their individualized path to graduation.
*Meet with students about future aspirations and make sure they are on track to reach their goals.
*Discuss career path options with students.
*Analyze student data to help make department decisions.
*Communicate with parents and teacher on how a student is progressing in their education.
*Assist students and parents in making education decisions.
*Provide input on development of parent information sessions and master schedule.

Department Chairs (Barresi-ELA/ILA; Kaplan-Math; Karas-S.Studies; Zagrocki-Science)
*Conduct monthly meetings in order to disseminate information to department members
*Conduct inter-department in-services for department members
*Help to make sure that all department members' needs are met in order to conduct class
*Relay vital information from department members to Administration if an issue arises
*Order all materials for the department (e.g. textbooks, ancillaries materials, supplies)
*Member(s) of ILT

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

School Wide Support Team meets every Tuesday morning, under the direction of administration, to identify students struggling with attendance, academic and/or behavioral needs. Included in these meetings are District Personnel (School Psychologist, Social Worker, Truancy Worker), all SHS Guidance Counselors, our School Health Nurse, ESE Liaisons, and any instruction or support staff how has a vested interest in the student's well being. Areas of need are identified and strategies are individualized with point people strategically assigned to assist the student toward success. This multi-tiered system of support monitors all aspects of student success including academic progress, attendance and behaviors. Student performance data, including but not limited to FSA scores, EOC & LEOC scores, benchmark and common assessments, attendance data, discipline and suspension data are analyzed to help determine the best strategies to align for student success. Teachers receive notes/updates and recommendations for effective researched-based instructional strategies for all tier 1 and 2 students. On-going progress monitoring to determine if the applied strategies and interventions are successful is based upon frequency recommend by the team. 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 percent of Sarasota High students who qualify for free and reduced lunch has slightly increased to 48%. The School District's Food and Nutritional Services provides healthy breakfasts and lunches every school day.

SHS has a unique partnership with First Step of Sarasota, the Department of Juvenile Justice, and Teen Court to provide our students with additional resources and diversion programs as alternatives to out of school suspension. The specified services are available to our students on campus and during the school day.

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Christopher Booth	Teacher
Jane Bell	Education Support Employee
Erin Boudreau	Student
Patricia Arvin	Business/Community
Melissa Dunlap	Business/Community
Matt Hinman	Student
Todd Morton	Parent
Gaston Spires	Business/Community
David Jones	Principal
Terri St. John	Teacher
James Studebaker	Parent
Merrill Garlington	Student
Carolyn Braune	Parent
Kathy Felden	Teacher
MaryPat Radford	Parent
Helen Cala Guerra	Student
Dana Wells	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC members reviewed last year's school goals and student performance data. Based on the data, school progress in ELA, math, science, social studies, graduation rate, and college/career readiness were discussed.

An EOC Data Comparison for 2016 and 2017 results showed the following:
59% of students were proficient on their ELA exam as compared to 60% the year before.
66% of students were proficient on their math EOC exam as compared to 57% the year before.
64% of students were proficient on their science EOC exam as compared to 71% the year before.
69% of students were proficient on their US History exam as compared to 77% the year before.

82% of students graduated from SHS as compared to 77% the year before. (previous year's data)
56% of students were deemed college/career ready as compared to 58% the year before.

b. Development of this school improvement plan

The school staff and SAC members reviewed our school performance data. SAC members agreed on school goals and strategies that were reviewed by administration and the content-area departments using the 8 step Planning and Problem Solving process. SAC members reviewed areas for improvement, barriers the school may encounter, and ways to try to overcome them. Priorities and strategies were developed to help mitigate the perceived barriers. After further discussion, school staff selected the strategies to implement and the methods to be used to monitor and evaluate

progress. The SAC members reviewed their budget to determine how funds would be utilized to support school improvement activities.

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

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

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

The School Advisory Council will assist with the implementation of the School Improvement Plan and Positive Behavior Support activities. The carry over balance for SAC is $5,123.29. New funds from the unused Teacher Supply money was added in the amount of $6,433.08. The total SAC budget is currently $11,556.37. Additional funds may be loaded into the SAC budget by the district for funds provided by the state. The projected expenditures for the school year include the following: Teacher resources to support the instructional program and Professional Development.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
King, Bethany	Assistant Principal
Barresi, Gina	Teacher, K-12
Karas, Stella	Teacher, K-12
Berkey, Dean	Teacher, K-12
Volz, Ed	Instructional Coach
Singleton, Christina	Teacher, Career/Technical
Bennett, Courtney	Teacher, K-12
Dweck, Melissa	Teacher, K-12
Stroughter, Keatrun	Assistant Principal
Kaplan, Deb	Teacher, K-12
Zagrocki, Hallie	Teacher, K-12

b. Duties

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

Sarasota High School has an ILT (Instructional Leadership Team) that focuses on implementing district initiative professional development opportunities for all staff in all content areas. Our collaborative focus, initiated by an analysis of student performance data from the past two years has

provided insight into the strategic planning direction of school based training that would best serve our students academic performance.

The 2017-2018 focus will be on John Hattie's Visible Learning for Teachers, Visible Learning for Literacy, and Visible Learning for Mathematics and Saphier's Higher Expectations Teaching. In conjunction with school based administrative team, the ILT has prepared professional development opportunities for all staff during pre-planning week. The opportunity to continue personal professional growth are built in through out the entire school year. Specifically, teachers are required to attend monthly training, entitled "Food for Thought". These sessions are developed and led by instructional leaders from varying content areas, who model best practices and strategies that can be incorporated immediately into any classroom specifically focused on being a Good Learner, Learning Intentions, and Success Criteria. The VL training for this school year provides a direct link between best practice instructional strategies and allows the staff to continue to incorporate Accountable Talk and Tasks, Standards-Based Instruction, and Academic Vocabulary. As part of the professional development sessions, ILT will continue to link the work from Webb's Depth of Knowledge (DOK), Accountable Talk, Differentiated Instruction (DI), Standards-Based Instruction, and Academic Vocabulary directly to Visible Learning to provide opportunities for staff to reflect and improve upon instructional practices and delivery that provide the highest effect on student achievement.

All professional development opportunities made available to staff are intended to encourage staff to disaggregate student achievement data, understand which instructional strategies have the highest impact on student achievement and continue to work on closing the achievement gap for all students not making learning gains. Instructional Leadership Team members provide assistance in data disaggregation during collaborative meetings, including but not limited to: PLCs, department meetings, and faculty meetings. The ILT maintains an ongoing focus on bottom quartile Reading and Mathematics students. The ILT analyzes PERT, FSA, EOC, LEOC and Achieve 3000 data to assist in the development of school-wide progress monitoring assessments.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

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

Collaborative Planning Activites include:
Reviewing Florida Standards and Instructional Focus Guides (IFGs)
Analyzing formative and summative assessment data for lesson planning
Developing common assessments
Analyzing student work products

Planning academic and behavioral interventions through the SWST process

Analyzing progress-monitoring data to develop lessons for student mastery

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

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

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

Sarasota High School works with the Human Resources Department to advertise all vacant positions on our district website, www.sarasotacountyschools.net. Additional opportunities for recruitment trips are offered to school based administrators throughout the school year by invitation from the Human Resources Administrative Team.

Hiring of new staff is completed by a committee consisting of Administrators, Department Chairs, Content area teachers, Instructional Aide and/or Support Staff. District Staff is also available upon request to participate in the interview process.

Retention of highly qualified staff is based upon any number of the following:

(1) High Quality Professional Development Opportunities offered at the school site and district office throughout the school year, including a book study for all teacher which builds a culture of reflection and action planning.
(2) Weekly Professional Learning Communities (PLCs) that support high quality instruction and instructional staff.
(3) Development of Individual Professional Development Plans (IPDPs) by teachers and aligned with the SIP.
(4) Participation in new teacher Mentoring program (Sarasota County Induction Program - SCIP) which provides supports to newly recruited high quality staff. Mentors and mentees meet regularly and complete a portfolio of activities throughout the school year.
(5) District professional development opportunities in required ESOL and Reading Endorsement/ Certification areas is offered at no charge to any new or out-of-field teachers.
(6) Administration Support and Collaboration evidenced through classroom observations, collaborative administrative walk-throughs, and high quality feedback.
(7) Data Meetings with teachers and supervising administrators through a focused instructional approach to student instruction and achievement based upon benchmark assessment data, formative assessments, and quarterly common assessments. Additional focus groups led by administrators are each assigned departments and meet with and monitor data, at-risk cohorts, and guide teachers through data driven meetings.
(8) Positive school culture and climate making Sarasota High School a desirable place to work.

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

Teachers new to Sarasota High School, in connection with our District office, are enrolled in the Sarasota County Induction Program (SCIP). The intention is to provide new employees 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. As often as 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 and mentees determine frequency of meeting based upon need and SCIP expectations. The meeting times include: (1) before the start of school to begin learning school policies and expectations; (2) weekly with their mentee during the first few months of school to further explain campus policies and procedures; (3) quarterly to review new teacher responsibilities including the New Teacher Portfolio. Mentees are given opportunities to observe other teachers (when possible). Supervising administrators will meet with mentors and mentees periodically throughout the year. Newly hired teachers, (Category 1's) will complete a first twenty days, mid-year, and end of year PRIDE evaluation tool which is part of the Teacher Evaluation System (TES). Mentors and mentees work through a pre-designed program provided by the district to support collaboration and acclimation during the teacher's first year.

Mentors are all recommended by the Principal and are selected in part for their exemplary leadership on campus. Selected professionals are skilled, experienced and successful classroom teacher leaders. Qualifications to become a SCIP Mentor include: (1) Successful completion of the PRIDE Teaching for Success course offered by the district; (2) Principal's approval; (3) a minimum of 3 years successful teaching; (4) evidence of teacher leadership qualities; (5) exemplary instructional skills; and (6) a commitment to the service of mentoring.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Sarasota High School in connection with High School Curriculum Department aligns instructional programs to Instructional Focus Guides for a multitude of content areas that have been created by content area experts. SHS requires classroom teachers to utilize district adopted textbooks and supplemental resource materials recommended by High School Program Specialists in ELA/ILA/ World Languages, Mathematics, Science, and Social Studies. Content level school based administrators review lesson plans, which include Florida Standards taught, regularly .

The District Curriculum Specialist for ELA continues to offer support and professional development on the newly adopted textbook. Additionally, the District has purchased site licences for Achieve 3000, which provides online differentiated instruction that engages struggling readers in non-fiction content while supporting the core curriculum. Teachers are also implementing the use Khan Academy, a free College Board online resource resource.

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 study of Visible Learning for Literacy throughout the 2017-2018 school year.

b. Instructional Strategies

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

Prior to students entering Sarasota High School for the new school year, analysis of performance data drives differentiated instruction and individualized scheduling opportunities based upon need. Any student who earned a level 1 or 2 on the FSA Reading are scheduled with an Intensive Language Arts course in addition to their grade level English class. The ILA courses are designed around Achieve 3000, an online resource that individualizes instruction based upon students lexile levels.

A similar strategic approach is taken in the area of Mathematics. Students that have earned a Level 1 or 2 on the FSA Mathematics assessment in the previous year are provided a block Algebra 1A/B course as a 9th grader. Students in grade 10 that struggled in Algebra 1 during 9th grade are scheduled in Liberal Arts math to enhance skill development so they may demonstrate mastery on the Algebra 1 EOC as well as in future mathematical coursework required for high school graduation.

Sarasota High School also offers Cambridge AICE advanced courses and AP courses to challenge high-performing students.

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Moyer, Becky, becky.moyer@sarasotacountyschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 1,080

STEM Summit

Strategy Rationale

SHS students continue to enrich their learning by participation in STEM Competition.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Chase, Ryan, ryan.chase@sarasotacountyschools.net

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

Industry Certifications Earned
Student Enrollment/Participation Data
Competition Results for SHS Team(s)

Strategy: Extended School Day

Minutes added to school year: 1,080

Academic Olympics

Strategy Rationale

Students are afforded the opportunity to participate in the Academic Olympics

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Chase, Ryan, ryan.chase@sarasotacountyschools.net

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

Academic Olympiad Results

Strategy: Extended School Day

Minutes added to school year: 1,080

Science Fair

Strategy Rationale

Sarasota High students have the opportunity to compete against peers at the school, county, and state level demonstrating scientific abilities in the areas of Scientific Theory, Research, Data Analysis, and Written Lab Reporting.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Jones, David, david.p.jones@sarasotacountyschools.net

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

Science Fair Participation Logs and Recorded results from school, district and state competitions.

Strategy: Summer Program

Minutes added to school year: 2,880

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

Strategy Rationale

District funded summer school opportunities are not readily available. Additional time and attention from certified instructors will increase the likelihood for at-risk students to meet graduation requirements.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
King, Bethany, bethany.king@sarasotacountyschools.net

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

Credits earned during the summer. Student attendance records.

Strategy: After School Program
Minutes added to school year: 1,680

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

Strategy Rationale

From April 2-May 17, 2018, 4 days/week, 60 min/day students will be able to have access to additional time and attention from certified instructors to increase the likelihood for at-risk students to meet graduation requirements.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
King, Bethany, bethany.king@sarasotacountyschools.net

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

Credits earned during the after school APEX program - Quarterdeck Crew

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

In late January 2018, Sarasota High School will participate in a Showcase Night at STC. A week later, SHS will host Student Parent Information Night (SPIN) on our main campus. Both events allow eighth grade students & families 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 students or parents may have.

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

As part of our AICE and MaST curriculum programs, SHS is proud to host two Open House Nights scheduled in December 2017 and February 2018. For the 2016-2017 school year over 180 families took advantage of learning about the rich educational offerings available at Sarasota High. In the spring, May of 2017, AICE hosted a banquet to honor over 500 student participants and recipients of the AICE diploma. We will look to continue that tradition again in May 2018 with additional participants.

Prior to the start of the school year, one day is set aside for 9th grade orientation. Students & families

participate in a school wide assembly outlining expectations, graduation requirements, and general school information. Students also receive schedules, become familiar with campus layout and classroom locations. Student Government representative offer campus tours and build relationships with incoming freshman ensuring students feel welcome.

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

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

b. College and Career Readiness

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

Sarasota High School counselors meet with students on a regular basis, from the time they enter 9th grade until graduation, to help students choose classes in their areas of interest. Academic performance, attendance, and test proficiency are taken into consideration as students are steered toward College prep classes, our AICE program, vocational exploration and/or job opportunities.

Sarasota High is proud to have awarded 97 AICE diplomas to graduating seniors during the 2016-2017 school year and hope to continue the academic success for the 2017-2018 year. Students are afforded both A and AS level courses in a variety of AICE courses that open many doors of opportunity post graduation. Students awarded an AICE diploma receive 100% Bright Futures Scholarship guaranteed.

Sarasota High also has a staff member in our college resource/career room who helps students find specific post high school placement opportunites in their chosen fields. This resource room is crucial for our student success and those who take advantage of the available materials can also find scholarships and other funding to pursue their post secondary goals. Students can go online using various search engines for both career planning and advice about connecting their interest with a complementary career.

In addition to these resources we also have colleges, our local technical college, and the armed forces regularly on campus to ensure our students know all of their options after they graduate.

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

Sarasota High School has established courses focused on career options for students. Sarasota Career and Technical courses and Suncoast Technical College programs directly connect high school subject areas to post secondary options and industry certifications. This educational track prepares students for high-wage, high-skill, high-demand careers in established and emerging industries.

Students at Sarasota High School can earn 13 different industry certifications from 8 different areas through our on campus CTE programs. The following are the programs and certification awards that

students can earn in each program:

Applied Engineering Technology: Autodesk, AutoCAD, Revit, Inventor, Solidworks
Agriculture Technician: Agritechnology Specialist
Business Management & Analysis: Microsoft Office, Quickbooks
Digital Design: Microsoft Office, Photoshop
Java Development & Programming: Microsoft Office
Culinary Arts: ServSafe
Health & Wellness/Exercise Science: Emergency Medical Responder
Web Development: Microsoft Office, Adobe Dreamweaver, Flash

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

SHS encourages students to enroll in AP, AICE, and dual-enrollment courses so that more students have opportunities for accelerated coursework. Our guidance staff advises students who are willing and able to attempt a course that would help stretch them intellectually. The AICE program provides students with an excellent college prep experience while allowing them to earn up to 45 college credit hours. Upon completion of the AICE Diploma and 100 hours of community service, students will receive the Florida Bright Futures Academic Scholars Scholarship.

In January of 2018 SHS will continue its innovative tradition of hosting a College Admission Planning Seminar (CAPS) for sophomore and junior students and families interested in pursuing post-secondary schooling. The seminar is designed to offer students a general session from College representatives as well as host a College Fair with small group conferences for admissions counselors to meet individually with perspective students.

During the 2017-2018 school year, SHS will be announcing our partnership with the Rotary Club to enhance the resources currently available to our students in the College and Career Center on campus. Through the college & Career students have access to sign-up for SAT / ACT Tests, receive information on scholarships, including Bright Futures. Our adviser also facilitates College Admission counselor visits on campus throughout the school year for any students interested in attending.

II. Needs Assessment
The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. By the year 2017-18, 63% of all students at Sarasota High School will demonstrate proficiency on the FSA Reading Assessment, and a minimum of 52% of students will demonstrate a learning gain.

G2. By the year 2017-18, 50% of Lowest Quartile students will make learning gains on the FSA Reading Assessment.

G3. By the year 2017-18, 70% of all students in Algebra 1, and 71% in Geometry will demonstrate proficiency on the Florida Standards and a minimum of 53% will demonstrate a learning gain.

G4. By the year 2017-18, 50% of Lowest Quartile students will make learning gains on the FSA Algebra 1 and Geometry Assessments.

G5. By the year 2017-18, 71% of students taking the Biology EOC will demonstrate proficiency.

G6. By the year 2017-18, 77% of students taking the US History EOC will demonstrate proficiency.

G7. Of the 2018 cohort, 86% will earn a high school diploma.

G8. During the 2017-2018 school year, there will be a reduction of out-of-school suspensions from 106 students in 2016-2017 to 89 students in 2017-2018.

Strategic Goals Detail

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

G1. By the year 2017-18, 63% of all students at Sarasota High School will demonstrate proficiency on the FSA Reading Assessment, and a minimum of 52% of students will demonstrate a learning gain. 1a

🔍 G097403

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	63.0
ELA/Reading Gains	52.0

Targeted Barriers to Achieving the Goal 3

- Sarasota High School data indicates students in grade 9 struggle in the area of Integration of Knowledge and Ideas, where students in grade 10 struggle with Craft and Structure.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Focus Guides (IFG)

- CPALMS and Florida Standards

- Master Schedule - Fusion (English/Intensive Language Arts) and Intensive Language Arts courses are aligned when possible so teachers have common planning

- Instructional Leadership Team (ILT) Strategies

- Depth of Knowledge (DOK) complexity levels framework

- Benchmark Assessments

- Professional Learning Communities (PLC)

- English textbook resources

- District Curriculum Specialist

- USA Test Prep - FSA Grades 9-11

- Achieve 3000

- UpFront Scholastic magazine

- College Board / Khan Academy

- Vocabulary.com

Plan to Monitor Progress Toward G1. 8

Progress-monitoring data

Person Responsible
Keatrun Stroughter

Schedule
Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion
Student learning gains on progress-monitoring data

G2. By the year 2017-18, 50% of Lowest Quartile students will make learning gains on the FSA Reading Assessment. 1a

🔍 G097404

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Sarasota High School students demonstrate Integration of Knowledge and Ideas as well as Craft and Structure as the area to show the most academic growth.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Focus Guides (IFG's)
- CPALMS and Florida Standards
- Intentional Master Scheduling of ELA/ILA courses
- Benchmark Assessments
- Professional Learning Community Collaboration & Meeting
- Collections Textbook Resources
- HS Curriculum Specialist ELA/ILA
- USA Test Prep - Grades 9-11
- Achieve 3000
- Scholastic Magazine - UpFront
- College Board - Khan Academy
- Instructional Leadership Team (ILT) Strategies
- Vocabulary.com Web Resource

Plan to Monitor Progress Toward G2. 8

USA Test Prep Common Assessment Data

Person Responsible
Keatrun Stroughter

Schedule
Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion
Assessment data for standards in Integration of Knowledge and Ideas as well as Craft and Structure.

Plan to Monitor Progress Toward G2. `8`

Achieve 3000 Data

Person Responsible
Keatrun Stroughter

Schedule
Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion
In PLC's Teachers will assess and analyze Lexile Levels to determine growth.

G3. By the year 2017-18, 70% of all students in Algebra 1, and 71% in Geometry will demonstrate proficiency on the Florida Standards and a minimum of 53% will demonstrate a learning gain. `1a`

🔍 G097405

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	70.0
Math Gains	53.0
Geometry EOC Pass Rate	71.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Sarasota Instructional Focus Guide

- CPALMS - Math Florida Standards

- District Benchmark Assessments

- PLC Meetings and Collaboration

- Math Nation Online Program

- District Math Specialist

- Sarasota Technology Users Group (STUG) Program

- Big Ideas Textbook Online Resources

- TI Nspire Hand-held Devices and Training

- District and School-Based Training for Accountable Talk, Academic Vocabulary, and Standards-Based Instruction

- Free After-School Tutoring Program funded by donors

- Design to Align Standards Literacy Guide and Webinar Series

- PERT Assessments

- Visible Learning for Mathematics

- Kahn Academy

- All Things Algebra software resource

- Extended Lunch Tutoring

Plan to Monitor Progress Toward G3. `8`

Review grades, benchmark assessments, and EOC scores including PERT scores for students scheduled in Liberal Arts Math courses.

> **Person Responsible**
> Becky Moyer
>
> **Schedule**
> Quarterly, from 10/16/2017 to 7/31/2018
>
> ***Evidence of Completion***
> Student grades and EOC scores will show that students are mastering the standards.

G4. By the year 2017-18, 50% of Lowest Quartile students will make learning gains on the FSA Algebra 1 and Geometry Assessments. 1a

🔍 G097406

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- In the area of Algebra 1, Sarasota High student data shows Statistics and the Number System as the lowest performing area. In the area of Geometry, Sarasota High student data shows Modeling with Geometry as the lowest performing area.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Assessments through USA Test Prep

- SCS HS Math Curriculum Program Specialist

- Technology Tools - TI Nspire & Active Expressions

- Professional Learning Community Collaboration & Meeting

- Big Ideas Math

- Math Nation Online Resource

- Free After School Tutoring

- Visible Learning for Mathematics

- Khan Academy

- Design to Align Standards

- SCS HS Math Curriculum Specialist

Plan to Monitor Progress Toward G4. 8

Benchmark Data

Person Responsible
Becky Moyer

Schedule
Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion
Benchmark Assessment Data

Plan to Monitor Progress Toward G4. 8

Common Assessment by Course

Person Responsible
Becky Moyer

Schedule
Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion
Assessment Complete with Data Analysis

G5. By the year 2017-18, 71% of students taking the Biology EOC will demonstrate proficiency. `1a`

🔑 G097407

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	71.0

Targeted Barriers to Achieving the Goal `3`

- SHS Data indicates that the content area of Molecular and Cellular Biology is a barrier for students.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Focus Guides

- Professional Learning Communities (PLC)

- Defined STEM District Lesson Plans and Performance Tasks

- Biology Online Mini-Assessments

- Adaptive Curriculum

- CPALMS and Florida Standards

- Literacy Leadership Team (LLT) professional development and strategies

- USA Test Prep "Biology"

- District Benchmark Assessments and Data

- Study Island

- SCS HS Science Curriculum Specialist

Plan to Monitor Progress Toward G5. `8`

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

Person Responsible
David Jones

Schedule
Quarterly, from 10/23/2017 to 5/18/2018

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

Plan to Monitor Progress Toward G5. `8`

Study Island on-going assessments.

Person Responsible
Hallie Zagrocki

Schedule
Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion
Through PLC Biology meetings, student deficit and growth data will be aligned to design lessons to strengthen and enrich student achievement.

Plan to Monitor Progress Toward G5. `8`

Intentional Master Scheduling

Person Responsible
Bethany King

Schedule
Monthly, from 2/1/2018 to 7/30/2018

Evidence of Completion
Increase in Ag Science course offering and student participation.

G6. By the year 2017-18, 77% of students taking the US History EOC will demonstrate proficiency. `1a`

🔑 G097408

Targets Supported `1b`

Indicator	Annual Target
U.S. History EOC Pass	71.0

Targeted Barriers to Achieving the Goal `3`

- Sarasota High School data indicates that students struggle with deficits in the area of Global Military, Political, and Economic Challenges (1890-1940).

Resources Available to Help Reduce or Eliminate the Barriers `2`

- SCS High School Curriculum Social Studies Specialist

- Professional Learning Community Collaboration & Meetings

- Common Planning Time

- USA Test Prep (Common Assessments)

- Formative Assessments

- Benchmark Assessments

- World & U.S. History Crosswalks

Plan to Monitor Progress Toward G6. `8`

Classroom walkthroughs

Person Responsible
Greg Rumph

Schedule
Weekly, from 12/1/2017 to 4/30/2018

Evidence of Completion

Plan to Monitor Progress Toward G6. `8`

Common Assessment Data

Person Responsible
Greg Rumph

Schedule
Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion
Student test data will be analyzed to determine teacher impact based upon professional development opportunities throughout the school year.

Plan to Monitor Progress Toward G6. `8`

District Benchmark Assessments

Person Responsible
Greg Rumph

Schedule
Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion
Benchmark Data

G7. Of the 2018 cohort, 86% will earn a high school diploma. `1a`

🔍 G097409

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	86.0
Dropout Rate	1.0

Targeted Barriers to Achieving the Goal `3`
- Student attendance and motivation

Resources Available to Help Reduce or Eliminate the Barriers `2`
- Online courses through Sarasota Virtual Academy, FLVS, and the APEX program.

- Various diploma options offered by the state including the 18-credit option.

- School-wide Support Team (SWST) staff to provide assistance to students and families.

- Graduation Cohort Data and Project 10 Support

- Community Mentor Programs

- Parent Portal for online access to student grades and attendance data.

- Junior and Senior Interviews with school counselors to review credits and grades.

- Unidos Now support for low SES students.

- STC Construction Trades Resource Academy

Plan to Monitor Progress Toward G7. `8`

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

Person Responsible
Ryan Chase

Schedule
Biweekly, from 8/28/2017 to 5/18/2018

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

G8. During the 2017-2018 school year, there will be a reduction of out-of-school suspensions from 106 students in 2016-2017 to 89 students in 2017-2018. `1a`

🔍 G097410

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	89.0
1+ Suspensions Grade 09	27.0
1+ Suspensions Grade 10	28.0
1+ Suspensions Grade 11	24.0
1+ Suspensions Grade 12	10.0

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

- JFCS Adolescent Diversion and Assistance Program (ADAP)

- Department of Juvenile Justice Diversionary Program

- Community based Mentor Programs

- School-Wide Support Team and CARE Team support

- Restorative Practices Initiative

- First-Step program including Outreach Specialist on school campus

- Regular review of discipline data with school and district staff

- Clear expectations and consequences based on the SHS Behavior Management Plan

- Positive Behavior Intervention Support Plan - School wide Expectations

- Diverse extra-curricular activities to engage student interest

- Site Based Mentor Programs (What's the Risk? & Quarterdeck Crew)

- Teen Court of Sarasota

- TAP - Teacher Advisory Program

Plan to Monitor Progress Toward G8. `8`

Student out-of-school suspension data

Person Responsible
Ryan Chase

Schedule
Monthly, from 8/14/2017 to 5/24/2018

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. By the year 2017-18, 63% of all students at Sarasota High School will demonstrate proficiency on the FSA Reading Assessment, and a minimum of 52% of students will demonstrate a learning gain. `1`

🔑 G097403

G1.B1 Sarasota High School data indicates students in grade 9 struggle in the area of Integration of Knowledge and Ideas, where students in grade 10 struggle with Craft and Structure. `2`

🔑 B261817

G1.B1.S1 Teachers will participate in on-going professional development in John Hattie's Visible Learning (with Literacy & Mathematics). `4`

🔑 S277273

Strategy Rationale

Visible Learning encompasses what excellent teachers do to positively influence student achievement. Teachers will learn and demonstrate knowledge of their 'impact' on student achievement. PD will focus on positive student-teacher relationships, clear learning intentions, success criteria, and teacher clarity.

Action Step 1 `5`

Visible Learning & Visible Learning for Literacy Professional Development

Person Responsible

Bethany King

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Teacher lesson plans

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

Classroom walk-throughs with District Leadership

Person Responsible

Bethany King

Schedule

Every 2 Months, from 8/14/2017 to 5/18/2018

Evidence of Completion

Walk Through Data/Indicators for Success

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

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

Person Responsible

Bethany King

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Teacher Lesson Plans

G1.B1.S2 ELA & ILA teachers will collaborate with district curriculum specialists and colleagues to develop common standards assessments (pre and post) to measure student achievement. 4

🔍 S277274

Strategy Rationale

Teachers will analyze data for students specifically identified as not demonstrating proficiency on the FSA. The collaboratively developed common assessments will target the skills necessary for students to have instruction designed in the content area based upon deficits.

Action Step 1 5

Visible Learning & Visible Learning for Literacy Professional Development

Person Responsible

Bethany King

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Participation Logs, Lesson Plans, Task Completion, Presentations

Action Step 2 5

Common Assessment Development

Person Responsible

Keatrun Stroughter

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Common Pre & Post assessments aligned with IFG's and Florida Reading Standards Assessment.

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

Classroom Observations

Person Responsible

Keatrun Stroughter

Schedule

Biweekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom Observations

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

Classroom Observations

Person Responsible

Bethany King

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom Observations

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

Formative Assessment Results

Person Responsible

Keatrun Stroughter

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Results from pre and post assessments will be analyzed in comparison to IFG to determine student progress, growth and teacher impact.

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

Common Assessment Data

Person Responsible

Keatrun Stroughter

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Common assessment data will be analyzed in PLC and/or department meetings to adjust instruction correlated to student(s) instructional areas of weakness.

G2. By the year 2017-18, 50% of Lowest Quartile students will make learning gains on the FSA Reading Assessment. `1`

🔑 G097404

G2.B2 Sarasota High School students demonstrate Integration of Knowledge and Ideas as well as Craft and Structure as the area to show the most academic growth. `2`

🔑 B261820

G2.B2.S4 Teachers will participate in on-going professional development centered around John Hattie's Visible Learning & Visible Learning for Literacy. `4`

🔑 S277278

Strategy Rationale

Visible Learning encompasses what excellent teachers do to positively influence student achievement . Teachers will learn and demonstrate knowledge of their 'impact' on student achievement. PD will focus on positive student-teacher relationships, clear learning intentions, success criteria, and teacher clarity.

Action Step 1 `5`

Visible Learning & Visible Learning for Literacy Professional Development

Person Responsible

Bethany King

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Participation Logs, Lesson Plans, Task Completion, Presentations

Plan to Monitor Fidelity of Implementation of G2.B2.S4 `6`

Classroom Observations

Person Responsible

Keatrun Stroughter

Schedule

Biweekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom Observations

Plan to Monitor Fidelity of Implementation of G2.B2.S4 `6`

Classroom Observations

Person Responsible

Bethany King

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom Observations

Plan to Monitor Fidelity of Implementation of G2.B2.S4 `6`

Micro-Teaching/Peer Observations

Person Responsible

Keatrun Stroughter

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Reflective feedback from micro teaching opportunities will be reviewed in PLC and/or department meetings.

Plan to Monitor Fidelity of Implementation of G2.B2.S4 `6`

School based PD: Visible Learning for Teachers/Visible Learning for Literacy

Person Responsible

Bethany King

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Participation in Monthly Food for Thought

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 `7`

USA Test Prep Data

Person Responsible

Keatrun Stroughter

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

USA Test Prep data from common assessments

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 `7`

Achieve 3000 Data

Person Responsible

Bethany King

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Teachers will collect Lexile Level data that will be reviewed on a monthly basis to determine student growth.

G3. By the year 2017-18, 70% of all students in Algebra 1, and 71% in Geometry will demonstrate proficiency on the Florida Standards and a minimum of 53% will demonstrate a learning gain. [1]

🔑 G097405

G3.B2 Limited basic math skills necessary to be successful in math courses and to be proficient on the required EOC assessment in the Spring. [2]

🔑 B261822

G3.B2.S1 Students who have not passed the Algebra 1 EOC will be identified in their Liberal Arts Math course. Teachers will utilize the Math Nation resource along with other algebra resources to prepare students for passing the Algebra 1 EOC exam and/or PERT exam. [4]

🔑 S277279

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Becky Moyer

Schedule

Semiannually, from 2/1/2017 to 2/1/2018

Evidence of Completion

Classroom EOC data (proficiency and learning gains)

Action Step 2 5

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

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/14/2017 to 5/1/2018

Evidence of Completion

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

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

PLC meetings and collaboration, Classroom walk-throughs

Person Responsible

Becky Moyer

Schedule

Biweekly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Benchmark assessment data, PLC meeting notes, Lesson plans

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

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

Person Responsible

Becky Moyer

Schedule

Quarterly, from 10/16/2017 to 5/29/2018

Evidence of Completion

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

G3.B2.S2 Provide low-performing math students with extra time to master their Algebra skills in an Algebra 1A/1B block course. 4

🔑 S277280

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.

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 G3.B2.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 Fidelity of Implementation of G3.B2.S2 `6`

Classroom Observations

Person Responsible

Becky Moyer

Schedule

Biweekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom Observations

Plan to Monitor Effectiveness of Implementation of G3.B2.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

G3.B2.S6 Math teachers will utilize the Design to Align resource provided through a district consultant for lesson planning to ensure alignment with the Florida Standards, the Math Practice Standards, and the appropriate use of accountable talk strategies. 4

🔑 S277284

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Professional Development Logs, Walk-Throughs, Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B2.S6 6

Classroom Walk-Throughs

Person Responsible

Becky Moyer

Schedule

Monthly, from 11/6/2017 to 5/29/2018

Evidence of Completion

Classroom Walk-Through Data and Feedback

Plan to Monitor Effectiveness of Implementation of G3.B2.S6 `7`

Teacher Conferences with Supervising Administrator

Person Responsible

Becky Moyer

Schedule

Quarterly, from 10/2/2017 to 5/29/2018

Evidence of Completion

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

G4. By the year 2017-18, 50% of Lowest Quartile students will make learning gains on the FSA Algebra 1 and Geometry Assessments. 1

🔑 G097406

G4.B2 In the area of Algebra 1, Sarasota High student data shows Statistics and the Number System as the lowest performing area. In the area of Geometry, Sarasota High student data shows Modeling with Geometry as the lowest performing area. 2

🔑 B261825

G4.B2.S1 Students who have not passed the Algebra 1 EOC will be identified in their LA Math class. Teacher will utilize Math Nation resource along with other algebra resources to prepare students for passing the EOC and/or PERT. 4

🔑 S277286

Strategy Rationale

Utilizing the LA Math curriculum in connection with Math Nation affords students to build on deficit foundation skills they lack to demonstrate mastery on the EOC and/or PERT.

Action Step 1 5

Intentional Master Scheduling to ensure smaller class sizes in Liberal Arts Math to provide additional support for low-performing students.

Person Responsible

Becky Moyer

Schedule

Semiannually, from 2/1/2017 to 2/1/2018

Evidence of Completion

On-going review of master schedule class sizes

Action Step 2 5

Progress Monitor student performance on benchmark assessments, Math Nation, Big Ideas Math and classroom assessments for specialized interventions.

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Benchmark Assessment data, Math Nation Reports, Big Ideas Math data, classroom assignments and assessments.

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

PLC Meetings

Person Responsible

Becky Moyer

Schedule

Biweekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

PLC Meeting Notes

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

Classroom Walk Throughs

Person Responsible

Becky Moyer

Schedule

Biweekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom Observations

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

Benchmark assessment results

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

District benchmark assessment data

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

Common Formative Assessments

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Teacher lesson plans, administrative observations, and common assessment results

G4.B2.S2 Provide low-performing math students additional time to build foundational Algebra skills. 4

S277287

Strategy Rationale

Building into the master schedule a block period for Algebra 1A/1B will allow 90 minutes to be dedicated to teaching skills required for mastery on the EOC and/or PERT

Action Step 1 5

Intentional Master Scheduling to afford 90 minute block period for Algebra 1A/1B

Person Responsible

Becky Moyer

Schedule

Semiannually, from 2/1/2017 to 2/1/2018

Evidence of Completion

Master Schedule & Class Size cap for students

Action Step 2 5

Progress Monitor student performance on Benchmark Assessments

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Benchmark Assessment data

Plan to Monitor Fidelity of Implementation of G4.B2.S2 `6`

Classroom Observations

Person Responsible

Becky Moyer

Schedule

Biweekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom Observations

Plan to Monitor Fidelity of Implementation of G4.B2.S2 `6`

PLC Meetings and collaboration

Person Responsible

Becky Moyer

Schedule

Biweekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

PLC Meeting Notes, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Benchmark Assessment Results

Person Responsible

Becky Moyer

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Data will show progress toward mastery of algebra standards

G5. By the year 2017-18, 71% of students taking the Biology EOC will demonstrate proficiency. `1`

`G097407`

G5.B2 SHS Data indicates that the content area of Molecular and Cellular Biology is a barrier for students. `2`

`B261828`

G5.B2.S1 Teachers will utilize the USA Test Prep program to support students with additional content experiences. `4`

`S277288`

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Schedule

Biweekly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Student data provided by USA Test Prep

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

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

Person Responsible

David Jones

Schedule

Monthly, from 10/23/2017 to 5/18/2018

Evidence of Completion

Teacher participation log, Student data

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

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

Person Responsible

David Jones

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Biology Benchmark and EOC scores

G5.B2.S2 Teachers will participate in on-going professional development in John Hattie's Visible Learning (for Teachers & with Literacy). `4`

🔑 S277289

Strategy Rationale

Visible Learning encompasses what excellent teachers do to positively influence student achievement. Teachers will learn and demonstrate knowledge of their 'impact' on student achievement. PD will focus on positive student-teacher relationships, clear learning intentions, success criteria, and teacher clarity.

Action Step 1 `5`

Visible Learning and Visible Learning for Literacy Professional Development

Person Responsible

Bethany King

Schedule

On 5/18/2018

Evidence of Completion

Professional Development/Baird, Dove

Plan to Monitor Fidelity of Implementation of G5.B2.S2 `6`

Classroom walk-throughs with District Leadership

Person Responsible

Bethany King

Schedule

Every 2 Months, from 8/28/2017 to 5/18/2018

Evidence of Completion

Walk Through Data/Indicators for Success

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 `7`

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

Person Responsible

Bethany King

Schedule

Semiannually, from 8/14/2017 to 5/18/2018

Evidence of Completion

Teacher Lesson Plans

G5.B2.S3 Encourage participation in Agricultural Science program to build strong background knowledge for Biology. 4

🔑 S277290

Strategy Rationale

Students will develop or expand on foundational skills required to demonstrate mastery in Biology.

Action Step 1 5

Intentional scheduling of 9th grade students in Ag Science to build strong foundation for Biology

Person Responsible

Bethany King

Schedule

Annually, from 2/1/2018 to 7/30/2018

Evidence of Completion

Increase in offering of Ag Science for 9th grade particpation

Plan to Monitor Fidelity of Implementation of G5.B2.S3 6

Master Scheduling

Person Responsible

Bethany King

Schedule

Monthly, from 2/1/2018 to 7/30/2018

Evidence of Completion

Number of incoming 9th graders scheduled in Ag Science will increase.

Plan to Monitor Effectiveness of Implementation of G5.B2.S3 `7`

Master Scheduling

Person Responsible

Bethany King

Schedule

Monthly, from 2/1/2018 to 7/30/2018

Evidence of Completion

Increase enrollment in Ag Science courses

G6. By the year 2017-18, 77% of students taking the US History EOC will demonstrate proficiency. [1]

🔑 G097408

G6.B2 Sarasota High School data indicates that students struggle with deficits in the area of Global Military, Political, and Economic Challenges (1890-1940). [2]

🔑 B261830

G6.B2.S1 Teachers will participate in on-going professional development in John Hattie's Visible Learning (with Literacy & for Teachers). [4]

🔑 S277293

Strategy Rationale

Visible Learning encompasses what excellent teachers do to positively influence student achievement. PD will focus on positive student-teacher relationships, clear learning intentions, success criteria, and teacher clarity.

Action Step 1 [5]

Visible Learning & Visible Learning for Literacy Professional Development

Person Responsible

Bethany King

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Participation Logs, Lesson plans, Task Completion, Presentations

Action Step 2 [5]

Common Assessment Development

Person Responsible

Greg Rumph

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Common Pre- & Post- assessments aligned with Florida Standards for World & U.S. History

Plan to Monitor Fidelity of Implementation of G6.B2.S1 `6`

Classroom Observations

> **Person Responsible**
>
> Greg Rumph
>
> **Schedule**
>
> Monthly, from 8/14/2017 to 5/18/2018
>
> *Evidence of Completion*
>
> Administrative observations and teacher lesson plans

Plan to Monitor Fidelity of Implementation of G6.B2.S1 `6`

Classroom Observations

> **Person Responsible**
>
> Bethany King
>
> **Schedule**
>
> Monthly, from 8/14/2017 to 5/18/2018
>
> *Evidence of Completion*
>
> Classroom Observations

Plan to Monitor Fidelity of Implementation of G6.B2.S1 `6`

Formative Assessment Data (Common Assessments)

> **Person Responsible**
>
> Greg Rumph
>
> **Schedule**
>
> Quarterly, from 8/14/2017 to 5/18/2018
>
> *Evidence of Completion*
>
> Results from pre and post assessments will be analyzed in comparison to curriculum crosswalks to determine student progress and growth.

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

USA Test Prep Common Assessments

Person Responsible

Greg Rumph

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

USA Test Prep data from common assessments

G6.B2.S2 SCS HS Program Specialist US History Professional Development to align World and U.S. History curriculum standards. `4`

🔑 S277294

Strategy Rationale

Aligning standards from both World History and U.S. History will provide students the opportunity to build a strong foundation for demonstrating mastery on U.S. History EOC.

Action Step 1 `5`

Training with school based World & U.S. History Teachers in North County cohort.

Person Responsible

Greg Rumph

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Participation Logs, Lesson Plans, Classroom Observations

Plan to Monitor Fidelity of Implementation of G6.B2.S2 `6`

Classroom Observations

Person Responsible

Greg Rumph

Schedule

Biweekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom Observations

Plan to Monitor Fidelity of Implementation of G6.B2.S2 `6`

Classroom Observations with District Staff

Person Responsible

Bethany King

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classrooms Observations

G7. Of the 2018 cohort, 86% will earn a high school diploma. `1`

🔑 G097409

G7.B1 Student attendance and motivation `2`

🔑 B261831

G7.B1.S1 Monitor attendance, student grades (gpa), and credits earned through SWST to provide communication and support to students and families. `4`

🔑 S277295

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

Ryan Chase

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Weekly SWST notes and data collection

Plan to Monitor Fidelity of Implementation of G7.B1.S1 `6`

Administrative support and attendance at weekly meetings

Person Responsible

Ryan Chase

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Weekly SWST notes and agendas

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 `7`

Monitor SWST Notes and Student Data

Person Responsible

Ryan Chase

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

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

G8. During the 2017-2018 school year, there will be a reduction of out-of-school suspensions from 106 students in 2016-2017 to 89 students in 2017-2018. [1]

🔑 G097410

G8.B2 Recurring referrals for multiple offenses and/or serious offenses related to drugs and major disruptions on campus. [2]

🔑 B261834

G8.B2.S1 Implement a variety of interventions to help students who make poor decisions. [4]

🔑 S277299

Strategy Rationale

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

Action Step 1 [5]

Match at-risk students with adult mentors

Person Responsible

Ryan Chase

Schedule

Monthly, from 11/1/2017 to 5/18/2018

Evidence of Completion

Mentor logs

Action Step 2 [5]

Regular reviews of discipline data with school and district staff

Person Responsible

Ryan Chase

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Discipline reports

Action Step 3 5

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

Person Responsible

Ryan Chase

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student contracts and involvement in outreach programs

Action Step 4 5

Continue with Restorative Strategies trainings during 2017-2018 school year

Person Responsible

Ryan Chase

Schedule

Triannually, from 1/23/2018 to 3/20/2018

Evidence of Completion

Increase in ZRS code in SIS indicating Restorative Strategies used for intervention for student offenses

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Discipline meetings to review participation and student progress in support programs

Person Responsible

Ryan Chase

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Meeting notes, action plans, and behavioral contracts

Plan to Monitor Effectiveness of Implementation of G8.B2.S1 `7`

Review student discipline and program participation data

Person Responsible

Ryan Chase

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student discipline data

G8.B2.S2 Implement Site Based Mentoring Programs (Quarter Deck Crew & What's the Risk?) for at-risk students in underclass cohorts. `4`

🔑 S277300

Strategy Rationale

Students identified as at-risk in cohort 2019 and 2020 will feel connected to the community and demonstrate academic success from the relationships built with staff.

Action Step 1 `5`

Identify students in need of mentoring by analyzing Project 10 cohort reports.

Person Responsible

Ryan Chase

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Identified students in the Orange and Yellow categories will be strategically matched with SHS staff mentors.

Plan to Monitor Fidelity of Implementation of G8.B2.S2 `6`

Collect mentoring attendance rosters

> **Person Responsible**
>
> Ryan Chase
>
> **Schedule**
>
> Monthly, from 11/1/2017 to 5/18/2018
>
> *Evidence of Completion*
>
> Mentoring Logs

Plan to Monitor Effectiveness of Implementation of G8.B2.S2 `7`

Academic, Attendance, Behavior Referral Data

> **Person Responsible**
>
> Ryan Chase
>
> **Schedule**
>
> Monthly, from 11/1/2017 to 5/18/2018
>
> *Evidence of Completion*
>
> Data to support: Academic Increases, Attendance and Referral Decreases

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B2.S2.MA1 M402530	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
G3.B2.S2.MA1 M402531	Attend PLC meetings and collaborate with math teachers to explore the Depth of Knowledge (DOK)...	Moyer, Becky	8/18/2014	PLC meeting notes, Lesson plans, Walk-through data	6/2/2015 biweekly
G3.B2.S2.A1 A373647	Develop the master schedule to address the needs of our math students, and provide math teachers...	Moyer, Becky	3/31/2014	Formative and Summative assessment data for students enrolled in Algebra 1A/1B	6/2/2015 quarterly
G3.B2.S1.A1 A373645	Develop the master schedule to provide Liberal Arts math courses with a smaller class size that...	Moyer, Becky	2/1/2017	Classroom EOC data (proficiency and learning gains)	2/1/2018 semiannually
G4.B2.S1.A1 A373650	Intentional Master Scheduling to ensure smaller class sizes in Liberal Arts Math to provide...	Moyer, Becky	2/1/2017	On-going review of master schedule class sizes	2/1/2018 semiannually
G4.B2.S2.A1 A373652	Intentional Master Scheduling to afford 90 minute block period for Algebra 1A/1B	Moyer, Becky	2/1/2017	Master Schedule & Class Size cap for students	2/1/2018 semiannually
G8.B2.S1.A4 A373665	Continue with Restorative Strategies trainings during 2017-2018 school year	Chase, Ryan	1/23/2018	Increase in ZRS code in SIS indicating Restorative Strategies used for intervention for student offenses	3/20/2018 triannually
G6.MA1 M402562	Classroom walkthroughs	Rumph, Greg	12/1/2017		4/30/2018 weekly
G3.B2.S1.A2 A373646	Progress-monitor student performance on benchmark assessments, Math Nation online program, Big...	Moyer, Becky	8/14/2017	Benchmark assessment data, Math Nation Reports, Big Ideas Reports, and Classwork assignments and assessments	5/1/2018 quarterly
G1.MA1 M402519	Progress-monitoring data	Stroughter, Keatrun	8/14/2017	Student learning gains on progress-monitoring data	5/18/2018 quarterly
G2.MA1 M402526	USA Test Prep Common Assessment Data	Stroughter, Keatrun	8/14/2017	Assessment data for standards in Integration of Knowledge and Ideas as well as Craft and Structure.	5/18/2018 quarterly
G2.MA2 M402527	Achieve 3000 Data	Stroughter, Keatrun	8/14/2017	In PLC's Teachers will assess and analyze Lexile Levels to determine growth.	5/18/2018 monthly
G4.MA1 M402543	Benchmark Data	Moyer, Becky	8/14/2017	Benchmark Assessment Data	5/18/2018 quarterly
G4.MA2 M402544	Common Assessment by Course	Moyer, Becky	8/14/2017	Assessment Complete with Data Analysis	5/18/2018 quarterly
G5.MA1 M402551	Formative and summative assessments, District benchmark assessments, Biology EOC assessment	Jones, David	10/23/2017	Student grades and scores on benchmark and other assessments will meet or exceed expectations.	5/18/2018 quarterly
G5.MA2 M402552	Study Island on-going assessments.	Zagrocki, Hallie	8/14/2017	Through PLC Biology meetings, student deficit and growth data will be aligned to design lessons to strengthen and enrich student achievement.	5/18/2018 quarterly
G6.MA2 M402563	Common Assessment Data	Rumph, Greg	8/14/2017	Student test data will be analyzed to determine teacher impact based upon professional development opportunities throughout the school year.	5/18/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.MA3 🔍 M402564	District Benchmark Assessments	Rumph, Greg	8/14/2017	Benchmark Data	5/18/2018 quarterly
G7.MA1 🔍 M402567	The SWST staff will review attendance reports, student grades, and credits earned for at-risk...	Chase, Ryan	8/28/2017	Bi-weekly attendance reports will show an increase in student attendance. At-risk student grades and credits earned will increase to show that the intervention process has been successful.	5/18/2018 biweekly
G1.B1.S1.MA1 🔍 M402513	Teacher lesson plans will be collected and reviewed to determine effectiveness of the...	King, Bethany	8/14/2017	Teacher Lesson Plans	5/18/2018 quarterly
G1.B1.S1.MA1 🔍 M402514	Classroom walk-throughs with District Leadership	King, Bethany	8/14/2017	Walk Through Data/Indicators for Success	5/18/2018 every-2-months
G1.B1.S1.A1 🔍 A373641	Visible Learning & Visible Learning for Literacy Professional Development	King, Bethany	8/14/2017	Teacher lesson plans	5/18/2018 monthly
G4.B2.S1.MA1 🔍 M402536	Benchmark assessment results	Moyer, Becky	8/14/2017	District benchmark assessment data	5/18/2018 quarterly
G4.B2.S1.MA4 🔍 M402537	Common Formative Assessments	Moyer, Becky	8/14/2017	Teacher lesson plans, administrative observations, and common assessment results	5/18/2018 quarterly
G4.B2.S1.MA1 🔍 M402538	PLC Meetings	Moyer, Becky	8/14/2017	PLC Meeting Notes	5/18/2018 biweekly
G4.B2.S1.MA2 🔍 M402539	Classroom Walk Throughs	Moyer, Becky	8/14/2017	Classroom Observations	5/18/2018 biweekly
G4.B2.S1.A2 🔍 A373651	Progress Monitor student performance on benchmark assessments, Math Nation, Big Ideas Math and...	Moyer, Becky	8/14/2017	Benchmark Assessment data, Math Nation Reports, Big Ideas Math data, classroom assignments and assessments.	5/18/2018 quarterly
G5.B2.S1.MA1 🔍 M402545	Students enrolled in USA Test Prep in Biology will be monitored through their Benchmark assessments...	Jones, David	8/14/2017	Biology Benchmark and EOC scores	5/18/2018 quarterly
G5.B2.S1.MA1 🔍 M402546	Teachers will provide supervising administrator with a copy of their implementation of USA Test...	Jones, David	10/23/2017	Teacher participation log, Student data	5/18/2018 monthly
G5.B2.S1.A1 🔍 A373654	Teachers will utilize USA Test Prep on a biweekly basis with their Biology students.		10/2/2017	Student data provided by USA Test Prep	5/18/2018 biweekly
G6.B2.S1.MA1 🔍 M402556	USA Test Prep Common Assessments	Rumph, Greg	8/14/2017	USA Test Prep data from common assessments	5/18/2018 quarterly
G6.B2.S1.MA1 🔍 M402557	Classroom Observations	Rumph, Greg	8/14/2017	Administrative observations and teacher lesson plans	5/18/2018 monthly
G6.B2.S1.MA3 🔍 M402558	Classroom Observations	King, Bethany	8/14/2017	Classroom Observations	5/18/2018 monthly
G6.B2.S1.MA4 🔍 M402559	Formative Assessment Data (Common Assessments)	Rumph, Greg	8/14/2017	Results from pre and post assessments will be analyzed in comparison to curriculum crosswalks to determine student progress and growth.	5/18/2018 quarterly
G6.B2.S1.A1 🔍 A373658	Visible Learning & Visible Learning for Literacy Professional Development	King, Bethany	8/14/2017	Participation Logs, Lesson plans, Task Completion, Presentations	5/18/2018 monthly
G6.B2.S1.A2 🔍 A373659	Common Assessment Development	Rumph, Greg	8/14/2017	Common Pre- & Post- assessments aligned with Florida Standards for World & U.S. History	5/18/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G7.B1.S1.MA1 M402565	Monitor SWST Notes and Student Data	Chase, Ryan	8/14/2017	Weekly SWST notes and agendas will show that interventions will increase student attendance and grades.	5/18/2018 weekly
G7.B1.S1.MA1 M402566	Administrative support and attendance at weekly meetings	Chase, Ryan	8/14/2017	Weekly SWST notes and agendas	5/18/2018 weekly
G7.B1.S1.A1 A373661	The SWST staff will meet weekly to address student, parent, and staff concerns for students with...	Chase, Ryan	8/14/2017	Weekly SWST notes and data collection	5/18/2018 weekly
G8.B2.S1.A1 A373662	Match at-risk students with adult mentors	Chase, Ryan	11/1/2017	Mentor logs	5/18/2018 monthly
G1.B1.S2.MA1 M402515	Common Assessment Data	Stroughter, Keatrun	8/14/2017	Common assessment data will be analyzed in PLC and/or department meetings to adjust instruction correlated to student(s) instructional areas of weakness.	5/18/2018 quarterly
G1.B1.S2.MA1 M402516	Classroom Observations	Stroughter, Keatrun	8/14/2017	Classroom Observations	5/18/2018 biweekly
G1.B1.S2.MA2 M402517	Classroom Observations	King, Bethany	8/14/2017	Classroom Observations	5/18/2018 monthly
G1.B1.S2.MA3 M402518	Formative Assessment Results	Stroughter, Keatrun	8/14/2017	Results from pre and post assessments will be analyzed in comparison to IFG to determine student progress, growth and teacher impact.	5/18/2018 quarterly
G1.B1.S2.A1 A373642	Visible Learning & Visible Learning for Literacy Professional Development	King, Bethany	8/14/2017	Participation Logs, Lesson Plans, Task Completion, Presentations	5/18/2018 monthly
G1.B1.S2.A2 A373643	Common Assessment Development	Stroughter, Keatrun	8/14/2017	Common Pre & Post assessments aligned with IFG's and Florida Reading Standards Assessment.	5/18/2018 quarterly
G3.B2.S2.MA3 M402532	Classroom Observations	Moyer, Becky	8/14/2017	Classroom Observations	5/18/2018 biweekly
G4.B2.S2.MA1 M402540	Benchmark Assessment Results	Moyer, Becky	8/14/2017	Data will show progress toward mastery of algebra standards	5/18/2018 quarterly
G4.B2.S2.MA1 M402541	Classroom Observations	Moyer, Becky	8/14/2017	Classroom Observations	5/18/2018 biweekly
G4.B2.S2.MA2 M402542	PLC Meetings and collaboration	Moyer, Becky	8/14/2017	PLC Meeting Notes, Lesson Plans	5/18/2018 biweekly
G4.B2.S2.A2 A373653	Progress Monitor student performance on Benchmark Assessments	Moyer, Becky	8/14/2017	Benchmark Assessment data	5/18/2018 quarterly
G5.B2.S2.MA1 M402547	Teacher lesson plans will be collected and reviewed to determine effectiveness of the...	King, Bethany	8/14/2017	Teacher Lesson Plans	5/18/2018 semiannually
G5.B2.S2.MA1 M402548	Classroom walk-throughs with District Leadership	King, Bethany	8/28/2017	Walk Through Data/Indicators for Success	5/18/2018 every-2-months
G5.B2.S2.A1 A373655	Visible Learning and Visible Learning for Literacy Professional Development	King, Bethany	8/18/2017	Professional Development/Baird, Dove	5/18/2018 one-time
G6.B2.S2.MA1 M402560	Classroom Observations	Rumph, Greg	8/14/2017	Classroom Observations	5/18/2018 biweekly
G6.B2.S2.MA2 M402561	Classroom Observations with District Staff	King, Bethany	8/14/2017	Classrooms Observations	5/18/2018 monthly
G6.B2.S2.A1 A373660	Training with school based World & U.S. History Teachers in North County cohort.	Rumph, Greg	8/14/2017	Participation Logs, Lesson Plans, Classroom Observations	5/18/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B2.S2.MA1 🔑 M402570	Academic, Attendance, Behavior Referral Data	Chase, Ryan	11/1/2017	Data to support: Academic Increases, Attendance and Referral Decreases	5/18/2018 monthly
G8.B2.S2.MA1 🔑 M402571	Collect mentoring attendance rosters	Chase, Ryan	11/1/2017	Mentoring Logs	5/18/2018 monthly
G8.B2.S2.A1 🔑 A373666	Identify students in need of mentoring by analyzing Project 10 cohort reports.	Chase, Ryan	8/14/2017	Identified students in the Orange and Yellow categories will be strategically matched with SHS staff mentors.	5/18/2018 quarterly
G2.B2.S4.MA1 🔑 M402520	USA Test Prep Data	Stroughter, Keatrun	8/14/2017	USA Test Prep data from common assessments	5/18/2018 quarterly
G2.B2.S4.MA6 🔑 M402521	Achieve 3000 Data	King, Bethany	8/14/2017	Teachers will collect Lexile Level data that will be reviewed on a monthly basis to determine student growth.	5/18/2018 monthly
G2.B2.S4.MA1 🔑 M402522	Classroom Observations	Stroughter, Keatrun	8/14/2017	Classroom Observations	5/18/2018 biweekly
G2.B2.S4.MA2 🔑 M402523	Classroom Observations	King, Bethany	8/14/2017	Classroom Observations	5/18/2018 monthly
G2.B2.S4.MA3 🔑 M402524	Micro-Teaching/Peer Observations	Stroughter, Keatrun	8/14/2017	Reflective feedback from micro teaching opportunities will be reviewed in PLC and/or department meetings.	5/18/2018 quarterly
G2.B2.S4.MA4 🔑 M402525	School based PD: Visible Learning for Teachers/Visible Learning for Literacy	King, Bethany	8/14/2017	Participation in Monthly Food for Thought	5/18/2018 monthly
G2.B2.S4.A1 🔑 A373644	Visible Learning & Visible Learning for Literacy Professional Development	King, Bethany	8/14/2017	Participation Logs, Lesson Plans, Task Completion, Presentations	5/18/2018 monthly
G8.MA1 🔑 M402572	Student out-of-school suspension data	Chase, Ryan	8/14/2017	Report of students suspended out-of-school compared to last school year	5/24/2018 monthly
G8.B2.S1.MA1 🔑 M402568	Review student discipline and program participation data	Chase, Ryan	8/14/2017	Student discipline data	5/24/2018 quarterly
G8.B2.S1.MA1 🔑 M402569	Discipline meetings to review participation and student progress in support programs	Chase, Ryan	8/14/2017	Meeting notes, action plans, and behavioral contracts	5/24/2018 quarterly
G8.B2.S1.A2 🔑 A373663	Regular reviews of discipline data with school and district staff	Chase, Ryan	8/14/2017	Discipline reports	5/24/2018 monthly
G8.B2.S1.A3 🔑 A373664	Utilize community programs and resources such as Unidos Now, Y-Achievers, mentors, and PBIS...	Chase, Ryan	8/14/2017	Student contracts and involvement in outreach programs	5/24/2018 weekly
G3.B2.S1.MA1 🔑 M402528	Review benchmark assessment results, online reports, formative and summative classroom assessments	Moyer, Becky	10/16/2017	Data will show mastery of algebra standards and areas needed for improvement.	5/29/2018 quarterly
G3.B2.S1.MA1 🔑 M402529	PLC meetings and collaboration, Classroom walk-throughs	Moyer, Becky	8/14/2017	Benchmark assessment data, PLC meeting notes, Lesson plans	5/29/2018 biweekly
G3.B2.S6.MA1 🔑 M402533	Teacher Conferences with Supervising Administrator	Moyer, Becky	10/2/2017	Classroom Walk-Through Data and Feedback, Post-Conference Notes	5/29/2018 quarterly
G3.B2.S6.MA1 🔑 M402534	Classroom Walk-Throughs	Moyer, Becky	11/6/2017	Classroom Walk-Through Data and Feedback	5/29/2018 monthly
G3.B2.S6.A1 🔑 A373649	SHS Math teachers will participate in district and school-based training to develop lesson plans...	Moyer, Becky	8/14/2017	Professional Development Logs, Walk-Throughs, Lesson Plans	5/29/2018 quarterly
G5.MA3 🔑 M402553	Intentional Master Scheduling	King, Bethany	2/1/2018	Increase in Ag Science course offering and student participation.	7/30/2018 monthly
G5.B2.S3.MA1 🔑 M402549	Master Scheduling	King, Bethany	2/1/2018	Increase enrollment in Ag Science courses	7/30/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S3.MA1 🔑 M402550	Master Scheduling	King, Bethany	2/1/2018	Number of incoming 9th graders scheduled in Ag Science will increase.	7/30/2018 monthly
G5.B2.S3.A1 🔑 A373656	Intentional scheduling of 9th grade students in Ag Science to build strong foundation for Biology	King, Bethany	2/1/2018	Increase in offering of Ag Science for 9th grade particpation	7/30/2018 annually
G3.MA1 🔑 M402535	Review grades, benchmark assessments, and EOC scores including PERT scores for students scheduled...	Moyer, Becky	10/16/2017	Student grades and EOC scores will show that students are mastering the standards.	7/31/2018 quarterly

V. Professional Development Opportunities

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

G1. By the year 2017-18, 63% of all students at Sarasota High School will demonstrate proficiency on the FSA Reading Assessment, and a minimum of 52% of students will demonstrate a learning gain.

G1.B1 Sarasota High School data indicates students in grade 9 struggle in the area of Integration of Knowledge and Ideas, where students in grade 10 struggle with Craft and Structure.

G1.B1.S1 Teachers will participate in on-going professional development in John Hattie's Visible Learning (with Literacy & Mathematics).

PD Opportunity 1

Visible Learning & Visible Learning for Literacy Professional Development

Facilitator

Professional Development/Hattie

Participants

Administrative Team, ELA & ILA Teachers

Schedule

Monthly, from 8/14/2017 to 5/18/2018

G1.B1.S2 ELA & ILA teachers will collaborate with district curriculum specialists and colleagues to develop common standards assessments (pre and post) to measure student achievement.

PD Opportunity 1

Visible Learning & Visible Learning for Literacy Professional Development

Facilitator

Administration & ILT

Participants

SHS Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/18/2018

G2. By the year 2017-18, 50% of Lowest Quartile students will make learning gains on the FSA Reading Assessment.

G2.B2 Sarasota High School students demonstrate Integration of Knowledge and Ideas as well as Craft and Structure as the area to show the most academic growth.

G2.B2.S4 Teachers will participate in on-going professional development centered around John Hattie's Visible Learning & Visible Learning for Literacy.

PD Opportunity 1

Visible Learning & Visible Learning for Literacy Professional Development

Facilitator

Administration & ILT

Participants

SHS Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/18/2018

G3. By the year 2017-18, 70% of all students in Algebra 1, and 71% in Geometry will demonstrate proficiency on the Florida Standards and a minimum of 53% will demonstrate a learning gain.

G3.B2 Limited basic math skills necessary to be successful in math courses and to be proficient on the required EOC assessment in the Spring.

G3.B2.S6 Math teachers will utilize the Design to Align resource provided through a district consultant for lesson planning to ensure alignment with the Florida Standards, the Math Practice Standards, and the appropriate use of accountable talk strategies.

PD Opportunity 1

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

Facilitator

Virginia McClain Alonso, Shannon Fleming

Participants

SHS Math Teachers and Leaders

Schedule

Quarterly, from 8/14/2017 to 5/29/2018

G5. By the year 2017-18, 71% of students taking the Biology EOC will demonstrate proficiency.

G5.B2 SHS Data indicates that the content area of Molecular and Cellular Biology is a barrier for students.

G5.B2.S2 Teachers will participate in on-going professional development in John Hattie's Visible Learning (for Teachers & with Literacy).

PD Opportunity 1

Visible Learning and Visible Learning for Literacy Professional Development

Facilitator

Administrative Team

Participants

Teachers

Schedule

On 5/18/2018

G6. By the year 2017-18, 77% of students taking the US History EOC will demonstrate proficiency.

G6.B2 Sarasota High School data indicates that students struggle with deficits in the area of Global Military, Political, and Economic Challenges (1890-1940).

G6.B2.S1 Teachers will participate in on-going professional development in John Hattie's Visible Learning (with Literacy & for Teachers).

PD Opportunity 1

Visible Learning & Visible Learning for Literacy Professional Development

Facilitator

Administration & ILT

Participants

SHS Instructional Staff

Schedule

Monthly, from 8/14/2017 to 5/18/2018

G6.B2.S2 SCS HS Program Specialist US History Professional Development to align World and U.S. History curriculum standards.

PD Opportunity 1

Training with school based World & U.S. History Teachers in North County cohort.

Facilitator

Bernadette Bennett

Participants

SHS World & U.S. History Teachers

Schedule

Quarterly, from 8/14/2017 to 5/18/2018

G8. During the 2017-2018 school year, there will be a reduction of out-of-school suspensions from 106 students in 2016-2017 to 89 students in 2017-2018.

G8.B2 Recurring referrals for multiple offenses and/or serious offenses related to drugs and major disruptions on campus.

G8.B2.S1 Implement a variety of interventions to help students who make poor decisions.

PD Opportunity 1

Continue with Restorative Strategies trainings during 2017-2018 school year

Facilitator

Rex Ingerick

Participants

Available to all teachers

Schedule

Triannually, from 1/23/2018 to 3/20/2018

VI. Technical Assistance Items

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

G3. By the year 2017-18, 70% of all students in Algebra 1, and 71% in Geometry will demonstrate proficiency on the Florida Standards and a minimum of 53% will demonstrate a learning gain.

G3.B2 Limited basic math skills necessary to be successful in math courses and to be proficient on the required EOC assessment in the Spring.

G3.B2.S1 Students who have not passed the Algebra 1 EOC will be identified in their Liberal Arts Math course. Teachers will utilize the Math Nation resource along with other algebra resources to prepare students for passing the Algebra 1 EOC exam and/or PERT exam.

TA Opportunity 1

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

Facilitator

Ed Volz - Master Scheduler, Bethany King - APC for Scheduling

Participants

Becky Moyer, Deborah Kaplan

Schedule

Semiannually, from 2/1/2017 to 2/1/2018

TA Opportunity 2

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

Facilitator

Dean Berkey, Deborah Kaplan, Shannon Fleming

Participants

SHS Math Teachers

Schedule

Quarterly, from 8/14/2017 to 5/1/2018

G5. By the year 2017-18, 71% of students taking the Biology EOC will demonstrate proficiency.

G5.B2 SHS Data indicates that the content area of Molecular and Cellular Biology is a barrier for students.

G5.B2.S1 Teachers will utilize the USA Test Prep program to support students with additional content experiences.

TA Opportunity 1

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

Facilitator

Megan Ehlers

Participants

Biology Teachers

Schedule

Biweekly, from 10/2/2017 to 5/18/2018

G7. Of the 2018 cohort, 86% will earn a high school diploma.

G7.B1 Student attendance and motivation

G7.B1.S1 Monitor attendance, student grades (gpa), and credits earned through SWST to provide communication and support to students and families.

TA Opportunity 1

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

Facilitator

Bethany King, Ryan Chase

Participants

SHS SWST members

Schedule

Weekly, from 8/14/2017 to 5/18/2018

G8. During the 2017-2018 school year, there will be a reduction of out-of-school suspensions from 106 students in 2016-2017 to 89 students in 2017-2018.

G8.B2 Recurring referrals for multiple offenses and/or serious offenses related to drugs and major disruptions on campus.

G8.B2.S1 Implement a variety of interventions to help students who make poor decisions.

TA Opportunity 1

Regular reviews of discipline data with school and district staff

Facilitator

Mark Rupprecht, Vicki Stillo-Gross, Bethany King, and Ryan Chase

Participants

SHS Admin Team, SHS Staff

Schedule

Monthly, from 8/14/2017 to 5/24/2018

VII. Budget					
1	**G1.B1.S1.A1**	**Visible Learning & Visible Learning for Literacy Professional Development**			**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Sarasota High School	General Fund		$1,500.00
2	**G1.B1.S2.A1**	**Visible Learning & Visible Learning for Literacy Professional Development**			**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0051 - Sarasota High School	General Fund		$1,500.00
3	**G1.B1.S2.A2**	**Common Assessment Development**			**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0051 - Sarasota High School	General Fund		$500.00
4	**G2.B2.S4.A1**	**Visible Learning & Visible Learning for Literacy Professional Development**			**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0051 - Sarasota High School	General Fund		$1,500.00

5	G3.B2.S1.A1	Develop the master schedule to provide Liberal Arts math courses with a smaller class size that provides support for low-performing students who need to master the Algebra EOC exam or PERT exam.	$0.00
6	G3.B2.S1.A2	Progress-monitor student performance on benchmark assessments, Math Nation online program, Big Ideas online textbook resources, and class assessments to provide interventions as needed.	$0.00
7	G3.B2.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.	$0.00
8	G3.B2.S6.A1	SHS Math teachers will participate in district and school-based training to develop lesson plans aligned with the Florida Standards, EOC test specifications, and utilizing accountable talk strategies.	$3,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Sarasota High School	General Fund		$3,000.00

9	G4.B2.S1.A1	Intentional Master Scheduling to ensure smaller class sizes in Liberal Arts Math to provide additional support for low-performing students.	$0.00
10	G4.B2.S1.A2	Progress Monitor student performance on benchmark assessments, Math Nation, Big Ideas Math and classroom assessments for specialized interventions.	$0.00
11	G4.B2.S2.A1	Intentional Master Scheduling to afford 90 minute block period for Algebra 1A/1B	$0.00
12	G4.B2.S2.A2	Progress Monitor student performance on Benchmark Assessments	$0.00
13	G5.B2.S1.A1	Teachers will utilize USA Test Prep on a biweekly basis with their Biology students.	$350.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Sarasota High School	School Improvement Funds		$350.00

14	G5.B2.S2.A1	Visible Learning and Visible Learning for Literacy Professional Development	$1,500.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0051 - Sarasota High School	General Fund		$1,500.00

15	G5.B2.S3.A1	Intentional scheduling of 9th grade students in Ag Science to build strong foundation for Biology	$0.00
16	G6.B2.S1.A1	Visible Learning & Visible Learning for Literacy Professional Development	$1,500.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0051 - Sarasota High School	General Fund		$1,500.00

17	G6.B2.S1.A2	Common Assessment Development	$0.00
18	G6.B2.S2.A1	Training with school based World & U.S. History Teachers in North County cohort.	$0.00
19	G7.B1.S1.A1	The SWST staff will meet weekly to address student, parent, and staff concerns for students with poor grades, poor attendance, and/or social and emotional issues.	$0.00
20	G8.B2.S1.A1	Match at-risk students with adult mentors	$0.00
21	G8.B2.S1.A2	Regular reviews of discipline data with school and district staff	$0.00
22	G8.B2.S1.A3	Utilize community programs and resources such as Unidos Now, Y-Achievers, mentors, and PBIS resources to address student issues causing disruption to the school environment	$0.00
23	G8.B2.S1.A4	Continue with Restorative Strategies trainings during 2017-2018 school year	$3,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0051 - Sarasota High School	General Fund		$3,000.00

24	G8.B2.S2.A1	Identify students in need of mentoring by analyzing Project 10 cohort reports.	$0.00
		Total:	$14,350.00