

Sarasota County Schools

Sarasota High School



2018-19 School Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	8
Planning for Improvement	11
Title I Requirements	26
Budget to Support Goals	27

Sarasota High School

2155 BAHIA VISTA ST, Sarasota, FL 34239

www.sarasotacountyschools.net/sarasotahigh

School Demographics

School Type and Grades Served
 (per MSID File)

High School
 9-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

50%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

40%

School Grades History

Year
Grade

2017-18
 B

2016-17
 B

2015-16
 B

2014-15
 A*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To Teach, Challenge, Support, and Inspire

School Leadership Team

Membership

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

Name	Title
Jones, David	Principal
Stroughter, Keatrun	Assistant Principal
Moyer, Becky	Assistant Principal
Chase, Ryan	Assistant Principal
Rupprecht, Mark	Other
Volz, Ed	Other
Saslow, Laurie	Other
Karas, Stella	Teacher, K-12
Kaplan, Deb	Teacher, K-12
Barresi, Gina	Teacher, K-12
Anderson, Michelle	Assistant Principal
Aschenbrenner, Mark	Teacher, K-12
Budd, Barbara	Teacher, Career/Technical
Dweck, Melissa	Teacher, K-12
Gartland, Keri	Other
Gilliland, Mark	Assistant Principal
Perkins, Robert	Teacher, ESE
Harshman, Andy	Teacher, K-12
Markley, Debra	Teacher, K-12

Duties

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
- *Supervising administrator over the mathematics department
- *Works with community organizations to build strong partnerships
- *Responsible for connecting alumni back to the school
- *Administrator representative for the Sarasota High School Foundation
- *Administrator representative for the Sarasota Hall of Fame
- *Administrative member of SAC
- *Administrative member of SDMT

Ryan Chase, 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
- *Supervising administrator over the science department
- *Responsible for academic appeals
- *Team leader for the Accelerated Coursework Team
- *Collect, analyze, and disseminate data for decision-making purposes
- *Complete Classroom walk-throughs and formal/informal evaluations for instructional practices
- *Conduct calibration classroom visits with department administrators
- *Design the school wide book study - FOCUS by Mike Schmoker
- *Evaluate data to help make school-based decisions
- *Create and implement the school wide Professional Development Plan
- *School Improvement Plan
- *Design and publish the Program of Studies
- *Supervising administrator for the SSTRIDE program
- *Supervising administrator for textbook adoptions
- *Supervising administrator for the MaST Research Institute
- *Supervising administrator for the Cambridge AICE program
- *Review and re-develop course progressions
- *Development of the master schedule

Becky Moyer, 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.
- *PBIS Team Leader
- *Supervising administrator for the Anchor Program (course recovery)
- *Supervising administrator of the critical incident plan
- *Supervising administrator over athletics
- *Primary administrator over SACS/CASI accreditation
- *Development of the school wide behavior management plan

Michelle Anderson (Social Studies), Mark Gilliland (Guidance), 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
- *Implement school wide behavior management plan
- *Oversee school wide testing (M.A.)
- *Oversee College and Career Center (M.A.)
- *Oversee school wide social media accounts (M.A.)
- *Oversee FTE for school (M.G.)
- *Oversee emergency drills (M.G.)
- *Oversee school extra-curriculum activities (K.S.)

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 Chair/At-Risk Coordinator (Keri Gartland) & 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-Social Studies; Harshman-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)

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	126	137	145	228	636
One or more suspensions	0	0	0	0	0	0	0	0	0	0	61	61	37	35	194
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	71	62	53	7	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	135	184	2	2	323

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

Indicator	Grade Level													Total		
	K	1	2	3	4	5	6	7	8	9	10	11	12			
Students exhibiting two or more indicators												73	56	21	24	174

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	27	20	22	1	70
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	15	18	1	0	34

Date this data was collected

Monday 10/15/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	93	122	117	109	441
One or more suspensions	0	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	0	72	70	51	3	196
Level 1 on statewide assessment	0	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	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	67	76	26	11	180

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	122	117	109	441
One or more suspensions	0	0	0	0	0	0	0	0	0	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	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	67	76	26	11	180

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

At Sarasota High School, learning gains in the lowest quartile for both mathematics and ELA were tied at 39%, the two lowest categories in our 2017-2018 school grade. While it is a trend that both of these categories are historically the lowest each year, in the 2017-2018 school year, both categories showed growth.

Which data component showed the greatest decline from prior year?

At Sarasota High School, mathematics proficiency and mathematics learning gains were tied at negative four percent, the two categories with the greatest decline in our 2017-2018 school grade.

Which data component had the biggest gap when compared to the state average?

At Sarasota High School, the biggest gap when compared to the state average was the proficiency percent for the Algebra 1 EOC in our 2017-2018 school grade; Sarasota High was 11 percent below the state average.

Which data component showed the most improvement? Is this a trend?

At Sarasota High School, the most improvement in our 2017-2018 school grade was the proficiency percent on the Biology EOC. The proficiency for the Biology EOC in 2017-2018 was 75%, a gain of 11% from the previous school year. This increase in proficiency is not a marked trend as the proficiency has not been increasing for several years.

Describe the actions or changes that led to the improvement in this area

Several factors led to the improvement in our Biology proficiency scores in the 2017-2018 school year. A re-alignment of the Professional Learning Community helped to promote collective efficacy throughout the team. Additionally, our biology teachers worked closely with the district science program specialist to review test specifications in order to better align assessments within the classroom to model expectations from the Biology EOC. Several biology teachers also participated in our school-wide book study on High Expectations Teaching by Jon Saphier in order to refine their best practices and increase expectations for all learners. Finally, a change in course progression has greatly impacted our students' preparedness for biology content.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	67%	56%	59%	63%	53%
ELA Learning Gains	52%	57%	53%	48%	53%	49%
ELA Lowest 25th Percentile	39%	47%	44%	34%	43%	41%
Math Achievement	62%	69%	51%	66%	62%	49%
Math Learning Gains	45%	52%	48%	49%	46%	44%
Math Lowest 25th Percentile	39%	53%	45%	38%	41%	39%
Science Achievement	75%	77%	67%	64%	68%	65%
Social Studies Achievement	77%	79%	71%	69%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	126 (93)	137 (122)	145 (117)	228 (109)	636 (441)
One or more suspensions	61 (32)	61 (35)	37 (27)	35 (12)	194 (106)
Course failure in ELA or Math	71 (72)	62 (70)	53 (51)	7 (3)	193 (196)
Level 1 on statewide assessment	135 (132)	184 (110)	2 (4)	2 (0)	323 (246)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	61%	66%	-5%	53%	8%
	2017	61%	64%	-3%	52%	9%
Same Grade Comparison		0%				
Cohort Comparison						
10	2018	62%	65%	-3%	53%	9%
	2017	53%	62%	-9%	50%	3%
Same Grade Comparison		9%				
Cohort Comparison		1%				

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	75%	-1%	65%	9%
2017	61%	69%	-8%	63%	-2%
Compare		13%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	75%	76%	-1%	68%	7%
2017	67%	73%	-6%	67%	0%
Compare		8%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	51%	77%	-26%	62%	-11%
2017	50%	71%	-21%	60%	-10%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	61%	71%	-10%	56%	5%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2017	62%	70%	-8%	53%	9%
Compare		-1%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	72	56	45	69	48	42	81	83		85	76
BLK	35	48	29	40	38		49	56		73	41
HSP	46	43	32	47	39	37	67	70		72	52
ASN	81	50		92	45		91	83			
MUL	64	48		65	57		83	69		86	89
SWD	24	33	29	35	33	19	52	44		76	28
FRL	47	46	37	53	41	32	67	67		76	56
ELL	13	45	44	34	48	35	53	29		41	28

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	67	52	35	73	53	48	73	76		85	65
BLK	27	32	26	34	31	28	46	40		76	19
HSP	44	41	32	51	40	26	49	60		75	46
ASN	72	61		80	86		80	83		90	
MUL	62	45		73	38		68	67		84	33
SWD	12	22	23	24	29	27	34	47		72	31
FRL	45	37	31	53	40	35	54	63		76	45
ELL	8	38	40	32	46	32	18	38		58	36

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA Proficiency and Learning Gains
Rationale	Meet with instructional staff and review FSA ELA assessment data and categorical data to determine areas of weakness for all students.
Intended Outcome	By the year 2018-19, 68% of all students at Sarasota High School will demonstrate proficiency on the FSA Reading Assessment, and a minimum of 55% of students will demonstrate a learning gain.
Point Person	Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)
Action Step	
	Sarasota High School will:
	Work with Sarasota County Schools 9th - 12th Grade Curriculum specialists who will provide targeted PD in English Language Arts and Intensive Language Arts focused on best practices and allow time to collaborate to design and refine highly-effective lessons.
	Assistant Principal Keatrun Stroughter will work with our ELA department chair, Gina Barresi, to facilitate one of our five professional development strands: Visible Learning for Literacy.
	Several ELA/ILA staff members will participate in our school-wide staff book study with the book FOCUS by Mike Schmoker. This book study will focus on high-impact strategies in curriculum design, teaching, and authentic literacy to refine our practices to continue to improve.
	Participate in regular collaborative classroom visits with district support staff to calibrate with district expectations within the classroom
Description	Participate in collaborative calibration classroom visits with department administrator and the APC.
	Meet monthly in department meetings to review school, district, and state expectations and provide time for team to collaborate and problem-solve.
	Provide individualized coaching from administration based on teachers' identified areas of improvement and observation data.
	Participate in weekly PLC meetings with like-content teachers to analyze student work, decipher data, and make instructional decisions as a professional team.
	Addition of the At-Risk Coordinator to provide data-driven interventions to students through a variety of strategies and intervention groups to provide individualized support throughout all at-risk subgroups.
	Partner with multiple community-based mentoring and/or counseling programs suited to individual student needs which include: Coastal Behavioral Health, Faces of Accomplishment, JFCS, Y Achievers, Y Mentoring, Big Brothers Big Sisters (Decisions to Win), First Step Counseling, Unidos Now, and Take

Stock in Children.

Additional strategies/resources will be utilized, but not limited to:
USA Test Prep (Common Assessments)
School Wide Common Writing Assessments
District Benchmark Assessments
Teacher Formative Assessments
Instructional Focus Guide (IFG)
At-risk mentoring program
CPALMS
Review FSA legislative updates
UpFront Scholastic magazine
College Board / Khan Academy
Vocabulary.com

Person Responsible Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description The following assessment tools will be utilized by ELA/ILA teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: Writing benchmarks, FSA practice test results, Achieve 3000 data, teachers' informal data, PERT, ACT/SAT, USA Test Prep

Department administrator and APC will conduct classroom observations to provide individualized coaching feedback.

Person Responsible Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

Activity #2

Title Math Proficiency and Learning Gains

Rationale Meet with instructional staff and review FSA mathematics assessment data and categorical data to determine areas of weakness for all students.

Intended Outcome By the year 2018-19, 55% of all students in Algebra 1, and 65% in Geometry will demonstrate proficiency on their respective End-of-Course Exams and a minimum of 50% will demonstrate a learning gain.

Point Person David Jones (david.p.jones@sarasotacountyschools.net)

Action Step

Sarasota High School will:

Work with Sarasota County Schools 9th - 12th Grade Curriculum specialists who will provide targeted PD in mathematics focused on best practices and allow time to collaborate to design and refine highly-effective lessons

Principal David Jones will facilitate one of our five professional development strands: Engaging Students - Cooperative Learning & Student-to-Student Interaction.

Several math teachers will participate in our school-wide staff book study with the book FOCUS by Mike Schmoker. This book study will focus on high-impact strategies in curriculum design, teaching, and authentic literacy to refine our practices to continue to improve.

Participate in regular collaborative classroom visits with district support staff to calibrate with district expectations within the classroom.

Participate in collaborative calibration classroom visits with department administrator and the APC.

Description

Meet monthly in department meetings to review school, district, and state expectations and provide time for team to collaborate and problem-solve.

Provide individualized coaching from administration based on teachers' identified areas of improvement and observation data.

Participate in weekly PLC meetings with like-content teachers to analyze student work, decipher data, and make instructional decisions as a professional team.

Addition of the At-Risk Coordinator to provide data-driven interventions to students through a variety of strategies and intervention groups to provide individualized support throughout all at-risk subgroups.

Introduce USA Test Prep for PERT preparation within Liberal Arts Math courses.

Students who have failed an End-Of-Course Exam in Algebra I and Geometry are provided with the opportunity for online remediation in order to be prepared to meet the criteria at the next offering of the exam.

Partner with multiple community based mentoring and/or counseling programs suited to individual student needs which include: Coastal Behavioral Health, Faces of Accomplishment, JFCS, Y Achievers, Y Mentoring, Big Brothers Big Sisters (Decisions to Win), First Step Counseling, Unidos Now, and Take Stock in Children.

Additional strategies/resources will be utilized, but not limited to:

Common assessments

Liberal Arts math after Algebra 1 as needed (based on EOC data)

Math Nation

USA Test Prep

Embedded use of TI Nspire and TI 84 Graphing Calculators within the Algebra 1A/1B block class

Hands-on Equations

Math Lab

Instructional Focus Guide

Stronger ties to State standards vs. "The book is the curriculum"

District Benchmark Assessments

ESOL Math Specialization

Paraprofessional support in classroom

Utilizing of PERT math test

Khan Academy

Person

Responsible

David Jones (david.p.jones@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

The following assessment tools will be utilized by math teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: Review grades, USA Test Prep data, benchmark assessments, and EOC scores including PERT scores, and review PLC notes.

Department administrator and APC will conduct classroom observations to provide individualized coaching feedback.

Person

Responsible

David Jones (david.p.jones@sarasotacountyschools.net)

Activity #3

Title	Science Proficiency
Rationale	Meet with instructional staff and review Biology assessment data and categorical data to determine areas of weakness for all students.
Intended Outcome	By the year 2018-19, 78% of students taking the Biology End-of-Course Exam will demonstrate proficiency.
Point Person	Ryan Chase (ryan.chase@sarasotacountyschools.net)

Action Step

Sarasota High School will:

Work with Sarasota County Schools 9th - 12th Grade Curriculum specialists who will provide targeted PD in science focused on best practices and allow time to collaborate to design and refine highly-effective lessons.

Assistant Principal Ryan Chase will facilitate one of our five professional development strands: Building Student Ownership Through Gradual Release and Effective Lesson Planing.

Several science teachers will participate in our school-wide staff book study with the book FOCUS by Mike Schmoker. This book study will focus on high-impact strategies in curriculum design, teaching, and authentic literacy to refine our practices to continue to improve.

Participate in regular collaborative classroom visits with district support staff to calibrate with district expectations within the classroom.

Meet monthly in department meetings to review school, district, and state expectations and provide time for team to collaborate and problem-solve.

Description

Provide individualized coaching from administration based on teachers' identified areas of improvement and observation data.

Participate in weekly PLC meetings with like-content teachers to analyze student work, decipher data, and make instructional decisions as a professional team..

Addition of the At-Risk Coordinator to provide data-driven interventions to students through a variety of strategies and intervention groups to provide individualized support throughout all at-risk subgroups.

Introduce USA Test Prep for Biology EOC preparation

Partner with multiple community based mentoring and/or counseling programs suited to individual student needs which include: Coastal Behavioral Health, Faces of Accomplishment, JFCS, Y Achievers, Y Mentoring, Big Brothers Big Sisters (Decisions to Win), First Step Counseling, Unidos Now, and Take Stock in Children.

Incorporate Technology (USA test-prep, TI Nspire calculators) and hands-on

activities (relevant and real world) to make science content relevant.

Additional strategies/resources will be utilized, but not limited to:
Introduction of SLC Chair for life sciences
Use of online Cambridge materials for Pre-AICE Biology

Person Responsible Ryan Chase (ryan.chase@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description The following assessment tools will be utilized by science teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: Benchmark assessments, USA Test Prep, Progress monitoring data using TI Nspire, IFG implementation, and PLC notes

Department administrator/APC will conduct classroom observations to provide individualized coaching feedback.

Person Responsible Ryan Chase (ryan.chase@sarasotacountyschools.net)

Activity #4

Title Social Studies Proficiency

Rationale Meet with instructional staff and review U.S. History assessment data and categorical data to determine areas of weakness for all students.

Intended Outcome By the year 2018-19, 80% of students taking the US History End-of-Course Exam will demonstrate proficiency.

Point Person Michelle Anderson (michelle.anderson@sarasotacountyschools.net)

Action Step

Sarasota High School will:

Work with Sarasota County Schools 9th - 12th Grade Curriculum specialists who will provide targeted PD in social studies focused on best practices and allow time to collaborate to design and refine highly-effective lessons.

Assistant Principal Michelle Anderson will facilitate one of our five professional development strands: Learning Intentions, Success Criteria, and Feedback.

Several social studies teachers will participate in our school-wide staff book study with the book FOCUS by Mike Schmoker. This book study will focus on high-impact strategies in curriculum design, teaching, and authentic literacy to refine our practices to continue to improve.

Participate in regular collaborative classroom visits with district support staff to calibrate with district expectations within the classroom.

Participate in collaborative calibration classroom visits with department administrator and the APC.

Description Meet monthly in department meetings to review school, district, and state expectations and provide time for team to collaborate and problem-solve.

Provide individualized coaching from administration based on teachers' identified areas of improvement and observation data.

Participate in weekly PLC meetings with like-content teachers to analyze student work, decipher data, and make instructional decisions as a professional team.

Addition of the At-Risk Coordinator to provide data-driven interventions to students through a variety of strategies and intervention groups to provide individualized support throughout all at-risk subgroups.

Introduce USA Test Prep for U.S. History EOC preparation.

Design U.S. History Boot Camp based on Benchmark 2 data.

Partner with multiple community based mentoring and/or counseling programs suited to individual student needs which include: Coastal Behavioral Health, Faces of Accomplishment, JFCS, Y Achievers, Y Mentoring, Big Brothers

Big Sisters (Decisions to Win), First Step Counseling, Unidos Now, and Take Stock in Children.

Additional strategies/resources will be utilized, but not limited to:
Realignment of AICE history course progression
U.S. History test specification trainings
U.S. History Instructional Focus Guide
World History and U.S. History curriculum crosswalk alignment

Person Responsible Michelle Anderson (michelle.anderson@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description The following assessment tools will be utilized by social studies teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: Review formative assessment, summative assessment, and benchmark data.

Department administrator and APC will conduct classroom observations to provide individualized coaching feedback.

Person Responsible Michelle Anderson (michelle.anderson@sarasotacountyschools.net)

Activity #5	
Title	Graduation Rate
Rationale	Meet with staff and review Project 10 data to determine at-risk students and develop personalized plans for graduation.
Intended Outcome	88% of the 2019 Sarasota High cohort will earn a high school diploma.
Point Person	Becky Moyer (becky.moyer@sarasotacountyschools.net)
Action Step	
Description	<p>Project 10 meetings to monitor and intervene with students who are at risk of not graduating</p> <p>Use of APEX courses to assist students who are short in credits or need to improve GPA</p> <p>A restructuring of the SWST staff that meet weekly to address student, parent, and staff concerns for students with poor grades, poor attendance, and/or social and emotional issues.</p> <p>Senior checks by guidance counselors</p> <p>Redesigned Guidance Plan to focus on tier 2 interventions for at-risk students</p> <p>On-campus School-Day ACT/SAT administration twice each per year each</p> <p>ACT/SAT Boot Camps prior to administration of exams</p> <p>At-Risk Mentoring groups</p> <p>Review of various diploma options for each student</p> <p>Introduction of At-Risk Coordinator</p> <p>Use of part-time counselor in APEX for at-risk seniors</p> <p>Unidos Now mentoring group for Hispanic students</p> <p>Faces of Accomplishment and Y Achievers Mentoring groups for African-American students</p> <p>FAFSA Evening Events</p> <p>Financial Aid Nights</p> <p>Hosted College Admission Planning Seminar (CAPS) event two years in a row</p> <p>College visits hosted on campus</p> <p>College and Career Advisor on campus daily</p> <p>ELL Students supported through ESOL Liaison</p> <p>ESE students supported through ESE Liaisons</p> <p>Senior events with expectations as a reward</p>
Person Responsible	Becky Moyer (becky.moyer@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Review of Graduation, attendance data, APEX data, and Project 10 data on a continuous basis with Project 10 Team and SWST/CARE team
Person Responsible	Becky Moyer (becky.moyer@sarasotacountyschools.net)

Activity #6

Title	Decrease Suspension Rate
Rationale	Meet with staff and review suspension data to determine at-risk students and develop plans for school-wide implementation and reduction.
Intended Outcome	During the 2018-2019 school year, there will be a reduction of out-of-school suspensions from 192 students in 2017-2018 to 173 students in 2018-2019, a reduction of ten percent.
Point Person	Becky Moyer (becky.moyer@sarasotacountyschools.net)

Action Step

Sarasota High School will:

Utilize the At-Risk Coordinator and Behavior Specialist as a staff support for teachers working with students/classes demonstrating chronic off-task behaviors.

Assistant Principal Becky Moyer will work with our behavior specialist, Mark Rupprecht, to facilitate one of our five professional development strands: Discipline in the Secondary Classroom – The STOIC Framework.

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

Provide staff training in CHAMPS: Discipline in the Secondary Classroom to improve teachers' ability to deter unfavorable behaviors in the classroom.

Structure guidance department will systematically review behavioral data at predetermined intervals to identify students in need of additional supports to manage emotions/conflicts and provide structured, weekly group interventions.

Description

Implement the PBIS Anchors and HERO program to create a positive reward system on campus.

Host Unity Day on campus on 10/24/18 in collaboration with Embracing Our Differences.

Hold Ninth-Grade Orientation prior to school year to review school wide expectations.

Partner with multiple community based mentoring and/or counseling programs suited to individual student needs which include: Coastal Behavioral Health, Faces of Accomplishment, JFCS, Y Achievers, Y Mentoring, Big Brothers Big Sisters (Decisions to Win), First Step Counseling, Unidos Now, and Take Stock in Children.

Additional strategies/resources will be utilized, but not limited to:
JFCS Adolescent Diversion and Assistance Program (ADAP)
Department of Juvenile Justice Diversionary Program

Restorative Practices
First-Step program on campus with Outreach Specialist
Increase in extra-curricular activities to promote inclusion
Teen Court of Sarasota - representative on campus
Grade-Level Remind to communicate important events
School wide pep rallies to increase school spirit

Person Responsible Becky Moyer (becky.moyer@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description 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.
Monitoring of data by APA and leadership team.
Monthly PBIS Team meetings to monitor effectiveness.

Person Responsible Becky Moyer (becky.moyer@sarasotacountyschools.net)

Activity #7

Title ELA Lowest Quartile Learning Gains

Rationale Meet with instructional staff and review FSA ELA assessment data and categorical data to determine areas of weakness for all students.

Intended Outcome By the year 2018-19, 42% of Lowest Quartile students will make learning gains on the FSA Reading Assessment including increases in the following subgroups:
African-American Students increase from 29% to 45%
English Language Learners increase from 44% to 55%
Students with Disabilities increase from 29% to 40%

Point Person Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

Action Step

Sarasota High School will:

Participate in the district-wide high school ILA grant focused on innovation within our ILA classrooms for grades 9-10. Prior to the grant, Sarasota High School students and staff participated in focus groups and provided feedback to drive the program. As part of the grant, Sarasota High School teachers will participate in professional development in mindset with Principal Kafele and literacy instruction with Stuart Greenberg. Additionally, teachers withing ILA participated in a lesson study for grades 9 and 10.

Addition of the At-Risk Coordinator to provide data-driven interventions to students through a variety of strategies and intervention groups to provide individualized support throughout all at-risk subgroups.

Data-driven intervention groups led by counselors and district support staff to support at-risk subgroups that meet every week to build capacity within targeted area for growth.

Description Participate in ILA Instructional Focus Guide PLC to redesign alignment of ILA curriculum.

Utilize Achieve 3000 to supplement ILA instruction and increase student lexile levels through targeted on-level and stretch text analysis.

Three ILA teachers are participating in the district professional development series Analyzing Teaching for Student Results, based on the work of Jon Saphier.

Work with Sarasota County Schools 9th - 12th Grade Curriculum specialists who will provide targeted PD in Intensive Language Arts focused on best practices and allow time to collaborate to design and refine highly-effective lessons.

Provide individualized coaching from administration based on teachers' identified areas of improvement and observation data.

Assistant Principal Keatrun Stroughter will work with our ELA department

chair, Gina Barresi, to facilitate one of our five professional development strands: Visible Learning for Literacy.

Several ILA teachers will participate in our school-wide staff book study with the book FOCUS by Mike Schmoker. This book study will focus on high-impact strategies in curriculum design, teaching, and authentic literacy to refine our practices to continue to improve.

Partner with multiple community based mentoring and/or counseling programs suited to individual student needs which include: Coastal Behavioral Health, Faces of Accomplishment, JFCS, Y Achievers, Y Mentoring, Big Brothers Big Sisters (Decisions to Win), First Step Counseling, Unidos Now, and Take Stock in Children.

Additional strategies/resources will be utilized, but not limited to:
USA Test Prep (Common Assessments)
School Wide Common Writing Assessments
District Benchmark Assessments
Teacher Formative Assessments
CPALMS
Review FSA legislative updates
UpFront Scholastic magazine
College Board / Khan Academy
Vocabulary.com

Person Responsible Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description The following assessment tools will be utilized by ILA teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: Writing benchmarks, FSA practice test results, Achieve 3000 data, teachers' informal data, PERT, ACT/SAT, USA Test Prep

Department administrator and APC will conduct classroom observations to provide individualized coaching feedback.

Person Responsible Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

Activity #8

Title Math Lowest Quartile Learning Gains

Rationale Meet with instructional staff and review FSA mathematics assessment data and categorical data to determine areas of weakness for all students.

Intended Outcome By the year 2019-19, 45% of Lowest Quartile students will make learning gains on the Algebra 1 and Geometry End-of-Course Exams including increases in the following subgroups:
African-American Students increase to 50%
English Language Learners increase from 19% to 40%
Students with Disabilities increase from 35% to 50%

Point Person David Jones (david.p.jones@sarasotacountyschools.net)

Action Step

Sarasota High School will:

Addition of the At-Risk Coordinator to provide data-driven interventions to students through a variety of strategies and intervention groups to provide individualized support throughout all at-risk subgroups.

Introduce USA Test Prep for PERT preparation within Liberal Arts Math courses.

Students who have failed an End-Of-Course Exam in Algebra I and Geometry are provided with the opportunity for online remediation in order to be prepared to meet the criteria at the next offering of the exam.

Design ELL mathematics support courses with ESOL certified teacher and paraprofessional support to teach and learn mathematics in native language and English.

Provide individualized coaching from administration based on teachers' identified areas of improvement and observation data.

Description

Partner with multiple community based mentoring and/or counseling programs suited to individual student needs which include: Coastal Behavioral Health, Faces of Accomplishment, JFCS, Y Achievers, Y Mentoring, Big Brothers Big Sisters (Decisions to Win), First Step Counseling, Unidos Now, and Take Stock in Children.

Work with Sarasota County Schools 9th - 12th Grade Curriculum specialists will provide targeted PD in mathematics focused on best practices and allow time to collaborate to design and refine highly-effective lessons.

Principal David Jones will facilitate one of our five professional development strands: Engaging Students - Cooperative Learning & Student-to-Student Interaction.

Several math teachers will participate in our school-wide staff book study with the book FOCUS by Mike Schmoker. This book study will focus on high-impact strategies in curriculum design, teaching, and authentic literacy to refine our practices to continue to improve.

Participate in regular collaborative classroom visits with district support staff to calibrate with district expectations within the classroom.

Participate in collaborative calibration classroom visits with department administrator and the APC.

Meet monthly in department meetings to review school, district, and state expectations and provide time for team to collaborate and problem-solve.

Participate in weekly PLC meetings with like-content teachers to analyze student work, decipher data, and make instructional decisions as a professional team.

Additional strategies/resources will be utilized, but not limited to:

Common assessments

Liberal Arts math after Algebra 1 as needed (based on EOC data)

Math Nation

Embedded use of TI Nspire and TI 84 Graphing Calculators within the Alegbra 1A/1B block class

Hands-on Equations

Math Lab

Instructional Focus Guide

Stronger ties to State standards vs. "The book is the curriculum"

District Benchmark Assessments

Paraprofessional support in classroom

Khan Academy

Person Responsible David Jones (david.p.jones@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description The following assessment tools will be utilized by math teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: Review grades, USA Test Prep data, benchmark assessments, and EOC scores including PERT scores, and review PLC notes.

Department administrator and APC will conduct classroom observations to provide individualized coaching feedback.

Person Responsible David Jones (david.p.jones@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

N/A

PFEP Link

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

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

N/A

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

N/A

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

N/A

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

N/A

Part V: Budget

Total:	\$313,088.20
---------------	---------------------