

Sarasota County Schools

Suncoast Polytechnical High School



2021-22 Schoolwide Improvement Plan

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Suncoast Polytechnical High School

4650 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net/suncoastpolytechnical

Demographics

Principal: Jack Turgeon

Start Date for this Principal: 9/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (79%) 2016-17: A (74%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Suncoast Polytechnical High School

4650 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net/suncoastpolytechnical

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<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.

The mission of Suncoast Polytechnical High School is to provide a high quality personalized educational experience where students master a rigorous career and technology driven curriculum within a thematic, analytical and interactive teaching and learning environment.

Provide the school's vision statement.

It is the vision of Suncoast Polytechnical High School to be recognized for providing a world class technical education.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Turgeon, Jack	Principal	
Raney, Michael	Assistant Principal	
Disz, Tim	Teacher, K-12	ELA Department Chari
Henderson, Nina	Teacher, K-12	Science Department Chari
Ferris, Melanie	Teacher, K-12	Social Studies Department Chari
Nielubowicz, Caroline	School Counselor	Guidance Department Chair

Demographic Information

Principal start date

Friday 9/17/2021, Jack Turgeon

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

562

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	153	143	121	124	541
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	6	7	5	12	30
One or more suspensions	0	0	0	0	0	0	0	0	0	10	1	3	5	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	2	0	1	4

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	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	1	0	0	1

Date this data was collected or last updated

Saturday 1/2/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	164	147	132	113	556
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	10	6	5	11	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	10	2	3	5	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	5	4	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	1	0	1

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	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	164	147	132	113	556
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	10	6	5	11	32
One or more suspensions	0	0	0	0	0	0	0	0	0	0	10	2	3	5	20
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	1	1	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	2	3	0	0	5
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	5	4	0	0	9

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	1	0	1

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	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				89%	67%	56%	86%	67%	56%
ELA Learning Gains				62%	53%	51%	60%	57%	53%
ELA Lowest 25th Percentile				71%	46%	42%	57%	47%	44%
Math Achievement				85%	63%	51%	88%	69%	51%
Math Learning Gains				51%	51%	48%	59%	52%	48%
Math Lowest 25th Percentile				65%	48%	45%	70%	53%	45%
Science Achievement				97%	78%	68%	95%	77%	67%
Social Studies Achievement				93%	81%	73%	94%	79%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	87%	65%	22%	55%	32%
Cohort Comparison						
10	2021					
	2019	91%	63%	28%	53%	38%
Cohort Comparison		-87%				

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

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	97%	77%	20%	67%	30%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	94%	77%	17%	70%	24%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	83%	73%	10%	61%	22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	69%	19%	57%	31%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady, 10-12 EOC, APM, FSA

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	83	87	89
	Economically Disadvantaged	82	92	87
	Students With Disabilities	100	75	80
	English Language Learners	33	66	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	64	52	66
	Economically Disadvantaged	67	60	85
	Students With Disabilities	50	50	50
	English Language Learners	50	50	50
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			79
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners	83		83
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			94
	Economically Disadvantaged			95
	Students With Disabilities			62
	English Language Learners			72
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners	40		55
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			96
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			92

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	59	50		70			92				
ELL	86	64		75	50		100				
BLK	80	80					100				
HSP	83	61	63	73	33	50	96	94		100	82
MUL	71	36		90	50		85				

2021 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 2019-20	C & C Accel 2019-20
WHT	81	64	56	79	30	45	94	94		98	86
FRL	81	68	70	73	33	50	95	92		100	78
2019 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 2017-18	C & C Accel 2017-18
SWD	83	50								100	75
HSP	87	64	74	87	53		97	92		100	65
MUL	82	45		100	73						
WHT	91	63	80	86	50	61	98	93		99	78
FRL	83	58	63	80	53	63	95	92		98	68
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
SWD	85	46									
ASN	80										
HSP	82	59	56	88	53	67	93	88		100	70
WHT	88	61	61	89	60	76	96	96		90	84
FRL	79	59	53	83	54	61	90	92		92	81

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	729
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	68
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	75
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	87
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	74
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Multiracial students and economically disadvantaged students are not performing as well as other students as a whole and other subgroups. ELL and ESE subgroups are very limited in size making conclusions difficult.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

SPHS needs to continue to improve in the areas of English and math growth for all students and for the lowest quartile.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The demographics of the incoming 9th grade class has a significant impact on overall scores. Because SPHS receives students from such a wide range of middle schools in terms of type, location and performance, SPHS staff need to continue to provide a standardized level of expectations for SPHS students and work to raise all students to that level. Actions need to focus on highly effective teaching strategies and opportunities for all students to take rigorous classes.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Overall proficiency continues to improve especially from 9th to 10th grade.

What were the contributing factors to this improvement? What new actions did your school take in this area?

SPHS continues to draw attention to student growth, especially in the lowest quartile.

What strategies will need to be implemented in order to accelerate learning?

SPHS needs to continue to focus on highly effective teaching strategies beginning with emphasizing learning intentions and success criteria.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers have been provided with common planning to allow the more efficient implementation of Professional Learning Communities and reflection on highly effective teaching strategies. SPHS teachers will continue to participate in district level PD as well.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

SPHS admin continue to provide regular observations and feedback to monitor and support the implementation of highly effective teaching strategies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale: ELA Learning Gains made only a slight improvement from 60% in 2018 to 62% in 2019.

Measurable Outcome: ELA Learning gains will improve from 62% in 2019 to 66% in 2022.

Monitoring: Improve utilization of USA Test Prep as a formative assessment tool through PD to analyze specific areas for remediation. Teachers will utilize Visible Learning instructional Strategies including Learning Intentions, Success Criteria and Teacher Clarity.

Person responsible for monitoring outcome: Jack Turgeon (jack.turgeon@sarasotacountyschools.net)

Evidence-based Strategy: Improve utilization of USA Test Prep as a formative assessment tool through PD to analyze specific areas for remediation. Teachers will utilize Visible Learning instructional Strategies including Learning Intentions, Success Criteria and Teacher Clarity.

Rationale for Evidence-based Strategy: Teachers need additional professional development and training to better utilize USA Test Prep data to drive instruction. Teachers will utilize Visible Learning instructional Strategies including Learning Intentions, Success Criteria and Teacher Clarity which have been shown to have a significant impact on learning.

Action Steps to Implement

1. Teachers continue to receive PD from Curriculum Specialists to support the implementation of USA Test Prep as a formative assessment.
2. Teachers will conduct and monitor Benchmark Assessments and use USA Test Prep data to drive instruction.
3. Teachers will attend school based professional development for high expectation teaching strategies and implement the strategies for all students.
4. Students in need of remediation/intervention will have their seminar aligned with ELA teachers to provide direct instruction.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	SPHS Math Learning Gains decreased from 59% in 2018 to 51% in 2019. This data reflects overall math improvement in students and is included in School Grade calculations.
Measurable Outcome:	SPHS Math Learning Gains will be 60% or above for 2021-2022 school year.
Monitoring:	Dr. Raney will conduct regular walkthroughs to monitor instructional delivery. Progress monitoring through USA TestPrep and Algebra I/Geometry Midterms will be evaluated.
Person responsible for monitoring outcome:	Michael Raney (michael.raney@sarasotacountyschools.net)
Evidence-based Strategy:	Improve utilization of USA Test Prep as a formative assessment tool through PD to analyze specific areas for remediation. Teachers will utilize Visible Learning instructional strategies including Learning Intentions, Success Criteria and Teacher Clarity.
Rationale for Evidence-based Strategy:	Teachers are receiving additional professional development and training to better utilize USA Test Prep data to drive instruction. Teachers will utilize Visible Learning instructional Strategies including Learning Intentions, Success Criteria and Teacher Clarity which have been shown to have a significant impact on learning.

Action Steps to Implement

1. Teachers will continue to receive additional PD to support from Curriculum Specialist for the implementation of USA Test Prep as a formative assessment.
2. Teachers will conduct and monitor Benchmark Assessments and use USA Test Prep data to drive instruction.
3. Teachers will attend school based professional development for high expectation teaching strategies and implement the strategies for all students.
4. Math Lab will be available for all students to provide remediation/intervention after school Monday - Thursday 2:15 - 3:30.
5. Students in need of remediation/intervention will have their seminar aligned with math teachers to provide direct instruction.
6. Math teachers, Guidance Counselors and admin will review students who struggle on beginning of the year benchmark tests for Algebra I to determine if any students need to retake Algebra I.
7. Common planning has been implemented to allow teachers to collaborate when teaching the same course.

Person Responsible Michael Raney (michael.raney@sarasotacountyschools.net)

#3. Other specifically relating to AP Capstone Diploma

Area of Focus Description and Rationale:	The AP Capstone Diploma Program offers an opportunity for acceleration for students. This program demonstrates students' ability and willingness to tackle rigorous coursework over the course of their high school career. The AP Capstone Diploma requires students to complete 4 AP courses of their choosing along with AP Seminar and AP Research and receive a passing grade of 3 or higher on the corresponding AP exams.
Measurable Outcome:	<ol style="list-style-type: none"> 1. SPHS will increase the number of graduates in the 2021-2022 school year who receive the AP Capstone Diploma. 2. There will be an increase in the number of students choosing the AP Capstone Diploma Program. 3. The overall AP exam pass rate will increase.
Monitoring:	Mr. Turgeon will review enrollment in AP courses, AP Research and AP Seminar. AP meetings will be held quarterly to monitor AP course grades and progress.
Person responsible for monitoring outcome:	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)
Evidence-based Strategy:	Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. SPHS Guidance Department will continue to provide information about the AP Capstone Diploma Program and promote the AP Capstone Diploma Program Night for parents and students. Teachers will be asked to recommend students for AP courses.
Rationale for Evidence-based Strategy:	Participating in AP Capstone can help students: Stand out to colleges in the application process. Develop key academic skills they'll use in college and beyond. Become self-confident, independent thinkers and problem solvers. Earn college credit: Many colleges offer credit for qualifying scores.

Action Steps to Implement

1. SPHS will host an AP Capstone Night each Spring to provide information on the requirements and benefits of the AP Capstone program.
2. Teachers will have the opportunity to provide input on placement into AP classes.
3. All students will have the opportunity to take an AP course if they desire.
4. AP teachers will continue to participate in professional development related to AP classes.

Person Responsible Michael Raney (michael.raney@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

At SPHS we implement the continuous improvement model towards all of our student behavior and discipline data. SPHS will continue to monitor our Project 10 data, SWST data, and quarterly reviews of discipline data by Grade Level Leaders.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

SPHS school culture is built on it's designation as Sarasota County's Technology Magnet High School. Our positive school culture at SPHS is built through consistent "high expectations" for our students, both academically and behaviorally. SPHS positive school culture is regularly reinforced by teachers, support staff, and administration. Our Positive Behavior Support Team provides school-wide initiatives to encourage and recognize positive behaviors and values of our students. SPHS students are welcomed and greeted each morning by our staff and administration to promote and model our positive school culture. The positive culture is embedded in our daily operations as a school at SPHS.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

PBIS Team provides school-wide initiatives to encourage and recognize positive behaviors and values.
 SPHS Teachers- Provide consistent reinforcement and affirmation of SPHS behaviors and values.
 SPHS Support Staff- Supporting our students/families, teachers, and administrators by reinforcing our positive culture and values, along with supporting school initiatives.
 SPHS Administrators - Provide guidance and implementation for staff and students to consistently model and support SPHS positive school culture and values.
 SPHS Students - Continue to model and reinforce SPHS positive culture and values.
 SPHS Parents - Provide support for the school through reinforcement of school's positive culture and values.
 SPHS Boosters- Provide opportunity for parental involvement and support of SPHS programs and initiatives.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Other: AP Capstone Diploma	\$0.00
Total:			\$0.00