Sarasota High School

leadership

analysis

Florida

college and career

mission

students

school improvement

ambitious

family and community involvement

striving

achievement

relationships

teaching

success

areas of focus

instruction

resources

needs assessment

strategic planning

collaboration

vision

learning

supportive environment

growth

2022-23 Schoolwide Improvement Plan

Table of Contents

Sarasota High School

2155 BAHIA VISTA ST, Sarasota, FL 34239

www.sarasotacountyschools.net/sarasotahigh

Demographics

Principal: Ryan Chase

Start Date for this Principal: 7/1/2016

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	47%
2021-22 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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2018-19: A (62%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Sarasota High School

2155 BAHIA VISTA ST, Sarasota, FL 34239

www.sarasotacountyschools.net/sarasotahigh

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sarasota High School will be a premier educational institution, source of pride and innovation in our community, and the cornerstone of emerging economic opportunities - producing a 21st century workforce in an ever changing world.

Provide the school's vision statement.

Sarasota High School, through shared responsibility with parents and families, graduates every student prepared for higher learning and careers to empower them as knowledgeable and engaged citizens, innovators, and life-long learners.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Jones, David	Principal	
Anderson, Michelle	Assistant Principal	APC
Donovan, Sean	Assistant Principal	ESE AP
Gilliland, Mark	Assistant Principal	
Harshman, Andy	Teacher, K-12	Science Department Chair
Barresi, Gina	Teacher, K-12	English Language Arts Department Chair
Budd, Barbara	Teacher, Career/ Technical	CTE Department Chair
Kaplan, Deb	Teacher, K-12	Math Department Chair
Davis, Christopher	Teacher, K-12	JROTC Department Chair
Volz, Ed	ELL Compliance Specialist	ESOL Liaison and Master Scheduler
Rupprecht, Mark	Teacher, ESE	ESE Liaison and Department Chair
Perkins, Robert	Dropout Prevention Coordinator	
Livingston, Robin	Assistant Principal	APA
Markley, Debra	Teacher, K-12	
Hultgren, Holly	Assistant Principal	
Jackson, Jason	Assistant Principal	
Pietranton, Alana	Instructional Coach	Graduation Coach and Instructional Coach for ELA and Intensive Reading
Gibbens, Kim	Teacher, K-12	Social Studies Department Chair

Demographic Information

Principal start date

Friday 7/1/2016, Ryan Chase

Number of teachers with a 2022 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 2022 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.*

13

Total number of teacher positions allocated to the school

Total number of students enrolled at the school

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	692	691	676	504	2563
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	227	208	212	209	856
One or more suspensions	0	0	0	0	0	0	0	0	0	99	65	48	25	237
Course failure in ELA	0	0	0	0	0	0	0	0	0	55	148	87	14	304
Course failure in Math	0	0	0	0	0	0	0	0	0	37	80	53	12	182
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	140	129	124	0	393
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	86	0	0	0	86
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	261	191	163	33	648

Using current year data, complete the table below with the number of students identified as being "retained.":

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	50	58	21	1	130
Students retained two or more times	0	0	0	0	0	0	0	0	0	14	21	15	4	54

Date this data was collected or last updated

Tuesday 9/20/2022

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	699	755	576	504	2534
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	91	69	71	7	238
One or more suspensions	0	0	0	0	0	0	0	0	0	68	39	24	19	150
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	56	37	23	139
Course failure in Math	0	0	0	0	0	0	0	0	0	23	53	28	19	123
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	97	55	84	57	293
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	62	33	0	0	95
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	13	17	8	0	38

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	16	69	56	4	145

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	17	23	14	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	11	7	1	25

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	699	755	576	504	2534
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	91	69	71	7	238
One or more suspensions	0	0	0	0	0	0	0	0	0	68	39	24	19	150
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	56	37	23	139
Course failure in Math	0	0	0	0	0	0	0	0	0	23	53	28	19	123
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	97	55	84	57	293
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	62	33	0	0	95
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	13	17	8	0	38

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	16	69	56	4	145

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	17	23	14	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	11	7	1	25

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	60%	51%				63%	67%	56%
ELA Learning Gains	43%						53%	53%	51%
ELA Lowest 25th Percentile	34%						41%	46%	42%
Math Achievement	54%	43%	38%				55%	63%	51%
Math Learning Gains	46%						48%	51%	48%
Math Lowest 25th Percentile	36%						42%	48%	45%
Science Achievement	66%	56%	40%				74%	78%	68%
Social Studies Achievement	78%	50%	48%				80%	81%	73%

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

			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
2022					
2019	70%	77%	-7%	67%	3%

		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	77%	1%	70%	8%

		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	36%	73%	-37%	61%	-25%

		GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	69%	-7%	57%	5%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	36	33	34	41	30	35	38		75	52
ELL	30	43	44	40	47	41	47	61		92	73
ASN	41	36		45			62			100	93
BLK	27	35	37	31	39	40	30	57		76	65
HSP	42	42	37	42	39	28	54	69		87	78
MUL	49	35	20	59	59		62	92		93	79
WHT	64	45	30	63	50	43	75	85		91	85
FRL	38	37	33	46	36	28	55	68		83	75

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	22	33	29	35	31	26	39	47		76	42
ELL	28	40	34	26	35	30	45	32		87	73
ASN	74	58						82		100	100
BLK	41	42	46	39	34	26	46	52		89	54
HSP	45	40	27	33	29	30	64	52		89	73
MUL	56	52	42	60	45	60	83	70		96	78
WHT	69	55	39	64	31	38	83	80		93	90
FRL	47	42	33	40	32	32	61	61		88	72

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	20	35	35	25	43	50	30	56		68	46
ELL	21	53	52	32	40	37	42	44		72	52
ASN	79	61		62	36		70	79		100	100
BLK	38	37	29	25	33	23	48	64		65	50
HSP	46	48	46	42	39	40	60	72		85	64
MUL	67	58		48	42		77	76		91	70
WHT	71	56	39	66	53	48	81	86		86	85
FRL	47	46	38	43	40	35	63	70		80	68

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	627
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	63
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The data reported for the 2022 school year demonstrates areas for celebration and areas for improvement. Our school wide data saw many gains in our math scores, social study scores, and learning gains in math. Overall, proficiency rose to 54% from 53% in mathematics, with a significant fourteen percentage point improvement in overall learning gains . Social studies achievement increased nine percentage points to a level of 78% proficiency. ELA proficiency dropped seven percentage points in overall proficiency and overall learning gains. Our science proficiency also dropped by ten percentage points. Many of the early warning categories provide data points to focus our school improvement, including course failures in ELA and attendance. Our subgroup data demonstrated growth for our ELL subgroup across all school grade components, with significant improvement in learning gains for ELA and mathematics. Additionally, for our SWD, Black and FRLP subgroups, gains were made in mathematics learning gains and bottom quartile learning gains. Social studies achievement demonstrated growth for our Black (+15% pts), FRPL (+7%pts) and ELL (+29% pts) subgroups, but included a nine percentage point loss for our SWD subgroup.
Another trend present in our Early Warning System Data is the increase in the number of students that have attendance below 90% for the school. Attendance in class is a vital component to academic

success. Data showed the number of students with absenteeism more than tripled, going from 238 students to 856 students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

For the 2022-23 school year, data that demonstrates our greatest need for improvement is found in our ELA data. There was a drop in overall proficiency, learning gains, and subgroup performance for SWD, Black, and FRPL populations.
There is evidence of the need to improve science achievement through the Biology EOC. The overall proficiency rate declined ten percentage points with most of our subgroups declining in performance, as well.
Attendance improvement is needed to improve the academic performance of our entire school.

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

During the 2021-22 school year, there were staffing changes beyond the control of the school. Four teachers resigned from our school district and left Sarasota High School by the start of the second semester. Additionally, new standards were being implemented and blended into FSA standards. In order to address these concerns, our ELA department through grade level PLC collaborative teams need to develop, implement , and review common formative assessments. The use of FAST Progress Monitoring data will also be used to identify content areas and skill development remediation needs. Families and students will be encouraged to attend tutoring supports provided afterschool. Our ELA instructional facilitator will provide support to teachers and students through data analysis and classroom push-in supports for ELA and Intensive Reading courses.
Our biology achievement decrease is a consequence of our ELA concerns, as many of the Biology students were the same students that had a change in their ELA teacher last school year. The cross-curricular transfer between ELA and science resulted in simultaneous decline. In order to address this decline, biology teachers are engaged in a collaborative team as a PLC to develop, implement, and plan for remediation with common formative assessments. Additionally, our biology teachers are offering tutoring supports to students afterschool.
Attendance rates, potentially, were impacted by absences from COVID-19 related illnesses. However, last school year was a return to full-time on campus school after the prior year of concurrent teaching Family engagement and attendance monitoring interventions will be implemented.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Overall, proficiency rose to 54% from 53% in mathematics. Importantly, learning gains in mathematics improved by fourteen percentage points. A significant increase in learning gains was recorded for all of our subgroup populations, notably double digit improvement for SWD, ELL, and Black subgroups. Our Social Studies Achievement increased nine percentage points from 69% to 78% proficient, which is getting closer to pre-pandemic student performance.

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

The math department participated in like content area collaborative teams, implemented common assessments and incorporated multiple resources for remediation of student learning and progress. Algebra 1 and Geometry teachers used of IXL to support instruction and remediate lessons. Our instructional facilitator served as a coach and pus in support the entire department. A primary goal of the instructional facilitator was to train teachers on the implementation of interactive strategies in the

classroom to engage students in learning. Each collaborative team designed, implemented, and reviewed common assessments to guide remediation and tutoring.

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

Our accelerated learning rates are one of the highest in the district. This is due in large part to the purposeful enrollment of our students in at least one accelerated course that potentially results in earning college credit or an industry certification. One of the strategies used to accelerate learning is the placement of seniors, that do not already have the credit, in our AICE English General Paper course. We have expanded our CTE course pathways over the last few years to include an agriculture program. We have also expanded AICE course offerings.

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.

In order to continually improve the performance of our successful accelerated program and CTE programs, teachers and lead administrators will participate in collaborative teams to support the work of accelerate learning for students in our CTE programs and AICE courses. Our 12th grade AICE English General Paper teachers collaboratively plan for instruction and assessment development in order for students to be properly prepared for success on the assessment at the end of the year. Members of the school based guiding coalition attended a professional development training on the successful implementation of professional learning communities. Each year, we send our AICE teachers to professional development to continue expanding our course offerings and to improve classroom instruction.

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

Sarasota High has aligned our School Improvement Plan with the District Strategic Plan to implement professional learning communities that focuses on three big ideas and four key questions:

PLC Four Key Questions:
1. What do we want students to know and be able to do? We will continue to work on identifying essential standards in each course. We will have the shared agreement that ALL students should demonstrate proficiency in these essential standards.
2. How will we know when they have learned it? We will utilize a MINIMUM of one common assessment per quarter with the goal of moving to ALL common assessments by the end of year three.
3. What will we do when they haven't learned it? Our guiding coalition will continue to be trained in effective RTI processes and create a strategic roadmap for implantation at SHS.
4. What will we do if they already know it?

The 3 Big Ideas of PLCs:
1) A focus on learning
2) A collaborative culture
3) A results-driven team

Additionally, Sarasota High offers remediating, tutoring, college admissions test prep, and acceleration options to our students through multiple avenues. Afterschool support is provided in each of the core content areas and for our Cambridge students. Instructional resources beyond state adopted textbooks to support learning and achievement have been incorporated into classroom instruction and assessment in each of the four core content areas that are aligned to state standards and assessments.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The need for a professional learning community implementation is identified as a critical need to support the growth required in our core academic areas, especially ELA and Science. As a school staff, including instructional and administrative members, the focus on developing a collaborative team based structure that uses student performance data gathered from formative and summative assessments to inform instructional practices is critical to improving student learning and achievement. The professional learning community collaborative team model will improve the ability to properly identify students that need Tier 2 supports in order to achieve standards-based proficiency and beyond. This is especially for our student subgroups, including SWD students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The Sarasota High School staff will participate in a schoolwide professional development focused on building the collaborative team culture needed for effective professional learning communities. Staff will meet six times per year for the book study. Additionally, staff teams developed based upon common instructional assignments, will meet weekly to address the PLC four key questions.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored through PLC leaders and the school administrative team. PLC leaders are required to record and share the outcomes/plans/actions of their collaborative teams. Through participation in collaborative team meetings and the monitoring of formative assessments, benchmarks, and instructional practices, administrators monitor the work of the collaborative teams for desired outcomes of data informed instruction, remediation, and enrichment.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being	1. Form a highly effective guiding coalition. Meet a minimum of once every two weeks. Engage in high levels of learning through book study Engage in high levels of learning by participating in professional development 2. Book Studies *All Staff: Food for Thought once per month: Cultures Built to Last: Systemic PLCs at Work by Dufour and Fullan

implemented for this Area of Focus.	*Guiding Coalition 1) Plan Book for PLCs at Work by Bailey and Jakicic 2) RTI at Work Plan Book by Buffum 3) It's About Time by Mattos and Buffum and Mattos * Administration Team: Professional Learning Communities at Work and High Reliability Schools * Principal Book Study: Best Practices at Tier 1, Tier 2, and Tier 3 3. Attend Professional Development via Conferences, Professional Principal meetings, and Self Study 4. Visit at Least one high school where PLC and RTI structures are effectively implemented
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Based upon the trainings and work of PLC at Work, these strategies were selected in order to improve upon existing collaborative practices taking place on campus. The structures and adoption of the processes of the PLC at Work model, leads to the develop a staff that focuses on learning, is a collaborative culture by design, and is a results oriented learning community. The resources and plan to incorporate professional learning through the book study method is grounded in meeting the needs of professional learners that honors their professional knowledge, supports collegiality, and expands individual and collective knowledge.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Form the Guiding Coalition to include pivotal instructional staff members that are able to plan and present the PLC at Work process to the entire staff.

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

Organize and implement the staff book study to foster the development of a school wide culture that invests and implements a high-functioning PLC process across all content areas

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

Attend RtI conference to support the implementation and refinement of Tier 2 interventions to support student learning and achievement.

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

Implement PLC meeting schedules within like content areas to support the collaborative work of addressing the four key questions of PLC at Work.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Literacy skills are fundamental to all content areas and the overall academic success of students. Literacy skills are a core component of establishing Sarasota High as a preeminent educational institution. ELA Proficiency and Learning Gains comprise 30% of the overall school grade calculation for high schools.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	During the 2022-23 school year, at least 66% of Sarasota High School students will demonstrate growth/proficiency on the 9th and 10th grade BEST Standards FAST Progress Monitoring assessments. 56% of students will demonstrate a learning gain, and 44% of our Lowest Quartile students will demonstrate a learning gain.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring of desired outcomes will be done through administrative walk-throughs, data analysis meetings, and professional collaborative meeting notes.
Person responsible for monitoring outcome:	Michelle Anderson (michelle.anderson@sarasotacountyschools.net) The following assessment tools will be utilized by ELA/Intensive Reading teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: Writing benchmarks, BEST FAST PM results, Achieve 3000 data, teachers' informal data, & Progress Learning.
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Department administrator/APC will conduct classroom observations to provide individualized coaching feedback. Additional strategies/resources will be utilized, but not limited to: Common Planning for English 1 and English 2, Progress Learning (Common Assessments), Instructional Focus Guide (IFG), CPALMS, UpFront Scholastic magazine, College Board / Khan Academy, Vocabulary.com, IXL, and after-school tutoring.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria**	SHS teachers will collaborate with the Sarasota County District ELA Curriculum Specialist to provide specific and targeted PD in the areas of ELA and Intensive Reading. A focus on best practices and instructional strategies to support learners. Through collaboration, teachers will engage in developing and implementing effective instructional strategies and plans for remediation. Teachers will use data to develop remediation plans to address the learning needs of students.

**used for selecting
this strategy.**

Provide individualized coaching from instructional facilitator based on students' identified areas of
improvement as identified through progress monitoring data reports.

Person Responsible   Alana Pietranton (alana.pietranton@sarasotacountyschools.net)

Using a tiered approach, engage and support at-risk learners (bottom quartile) through use of school
based staff (teachers, counselors, liaisons, ESE aides, ELL aides, administrators, at-risk coordinator) to
conduct student and parent conferences, provide resources, and academic supports for students that are
struggling with content.

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

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

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

ELA and Intensive Reading staff members will participate in professional development days to
collaboratively plan, develop, and review students' assessment data. Days will be scheduled once a
quarter by PLC group.

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

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Learning Gains for our Lowest Quartile ELA and Math Students (by sub-groups)Students in the Lowest Quartile are among our most at-risk students for failing to meet graduation requirements, thus limiting their post-secondary potential. It is of vital importance that students in the Lowest Quartile receive specialized interventions focused on data that reveal how to individually target their skill deficiencies in order to make learning gains.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the year 2022-23, 46% Lowest Quartile students will make a learning gains in ELA and Math. ELA progress monitoring goals for growth/proficiency these are the goals set forth for the following subgroups: African-American Students 37% to 45% English Language Learners increase from 44% to 50% Students with Disabilities increase from 29% to 42% Math performance goals for growth/proficiency these are the goals set forth for the following subgroups: African-American Students 40% to 50% English Language Learners 47% to 55% Students with Disabilities 41% to 50%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Each of the department administrators will work with the APC to review data and progress toward goals. The at risk coordinator will monitor academic progress of students. As need arises, interventions will be identified and implemented to support student learning and growth.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The strategy selected provides the opportunity for teachers to collaborate with colleagues from Sarasota High and from other district high schools in refining best practices. Through this professional development opportunity, and PLC work, teachers will be able to use research-based strategies to help drive instruction and utilize data to make informed curricular decisions. The following assessment tools will be utilized by ELA/ILA and Mathematics teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: FAST Progress Monitoring and District benchmarks, teachers' informal data, & Progress Learning College Reach Out Program MTSS/RtI process Use of Jumpstart funding to provide interventions through targeted content and skill

development,
Afterschool tutoring and remediation
Use of ELA and Mathematics Instructional Facilitators

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Sarasota High School will work in combination with Sarasota High School's part-time Mathematics Teacher on Special Assignment (TOSA), ELA Instructional Facilitator and Sarasota County Schools' ELA and Mathematics Curriculum Specialists to provide targeted PD in ELA and Mathematics, focused on cooperative learning structures, standards-based instruction, student engagement, and small group intervention. These trainings will allow time for teachers to collaborate, design, and refine highly effective lessons which meet the needs of the students in their classrooms. Additionally, Jumpstart funds will be used to provide supplemental instruction and to provide remediation for students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Using the data dashboards created by the school district Research, Assessment, and Evaluation (RAE) Office, identify students in the bottom quartile. At-risk coordinator to schedule and track interventions provided to students.

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

Analysis of mathematics assessment data to identify skill or content deficiencies in order to develop an academic plan to meet the needs of the learner.

Person Responsible	Sean Donovan (sean.donovan@sarasotacountyschools.net)

Analysis of ELA assessment data to identify skill or content deficiencies in order to develop an academic plan to meet the needs of the learner.

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

Deliberate scheduling of students into courses and with teachers to provide interventions for addressing academic needs of students.

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

Collaboration with ESE Liaisons, case managers to monitor student progress and attendance.

Person Responsible	Sean Donovan (sean.donovan@sarasotacountyschools.net)

Use of progress monitoring through ESE case managers for SWD students to provide academic supports

Person Responsible	Sean Donovan (sean.donovan@sarasotacountyschools.net)

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In the 2021-22 school year, Biology EOC scores decreased by 10% after increases from the years prior. We will meet with instructional staff and review Biology assessment data and reporting category data to determine areas of instructional improvement and content weakness for all students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the year 2022-23, 78% of students taking the Biology End-of-Course Exam will demonstrate proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring of the progress toward the goal consists of administrative walk-throughs and participation in data analysis meetings after each benchmark assessment administered by the district.
Person responsible for monitoring outcome:	David Jones (david.p.jones@sarasotacountyschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Teachers will participate in PLC collaborative planning teams focused on developing remediation plans based on student data from teacher created common formative assessments and benchmark results. This is based on best practices and allows time to collaborate, design, and refine highly-effective lessons focused on mastery of standards and tiered interventions for students. The following assessment tools will be utilized by Biology teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: Benchmark assessments, Progress Learning, Penda Learning platform, Progress monitoring data using IFG implementation, and PLC notes.
Rationale for Evidence-based	SHS Biology teachers will collaborate with the Sarasota County District Curriculum Specialist to provide specific and targeted PD in the areas of data analysis and development of interventions and remediation plans. A focus on best practices and

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	instructional strategies to support learners in the mastery of course standards. Through collaboration, teachers will engage in developing and implementing effective instructional strategies and plans for remediation. Teachers will use data to develop remediation plans to address the learning needs and content gaps of students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

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

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

Using a tiered approach, engage and support at-risk learners through use of school based staff (counselors, liaisons, ESE aides, ELL aides, administrators, at-risk coordinator) to conduct student and parent conferences, provide resources, and academic supports for students that are struggling with content.

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

Biology and Pre-AICE Environmental staff members will participate in professional development days to collaboratively plan, develop, and review students' assessment data. Days will be scheduled once a quarter by PLC group.

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

#5. Positive Culture and Environment specifically relating to Student Engagement and Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Attendance rates are directly related to student academic achievement and performance. Our prior year's data revealed a significant increase in the percentage of our student population that had attendance below 90%, especially for our 9th and 10th grade students. In the 2020-21 school year, 238 students were identified as falling below 90% attendance. By the 2021-22 school year, this data point increased to 856 students, which was 33% of our student population.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the 2022-23 school year, our percentage of students with attendance below 90% will decrease to less than 10% of our student population.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Attendance monitoring will be done weekly by school administration. Attendance reports from our SIS will be used to identify attendance concerns.
Person responsible for monitoring outcome:	Mark Gilliland (mark.gilliland@sarasotacountyschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Parent contact will be made by assigned administrator. Chronic attendance concerns will be referred to our school wide support team. Our school based PBIS team will hold monthly recognitions for our students that have excellent attendance.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	It is important to create a culture that encourages student attendance. Parental involvement and engagement is especially critical to meet our goals, especially for our 9th and 10th grade students. By connecting parents, teachers, and administrators in the common goal of improved attendance, academic performance and achievement will improve.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Weekly monitoring of school wide attendance patterns to identify multiple absences, tardies. Direct communication with parents will be made to emphasize the importance of attendance and being present in class.

Person Responsible   Mark Gilliland (mark.gilliland@sarasotacountyschools.net)

Contacting parents regarding chronic absence concerns via letter. The letter includes state statute information that explains the connection between student attendance and driving privileges.

Person Responsible   Mark Gilliland (mark.gilliland@sarasotacountyschools.net)

Organization of monthly attendance recognition events to celebrate the positive attendance patterns of students

Person Responsible   Robin Livingston (robin.livingston@sarasotacountyschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Sarasota High School focuses on the climate and culture around campus in every facet of the work that is done by the school leadership team and all stakeholders. Through book studies, PLC work, PD opportunities, SAC, SDMT, and community partnerships with local foundations and entities, Sarasota High School teachers are engaged in deliberate PLC work to foster a culture of collaboration and professional growth. A book study program called "Food for Thought" allows teachers to collaborate during their planning time to discuss and share learning from professional literature and how the learning can be implemented into the classroom. By providing time and support for teachers to collaborate and learn from one another, SHS maintains a positive school culture that begins in each classroom by the teachers.

Through our PBIS team, which includes administrators, teachers, students, and parents, our school works to celebrate students who demonstrate positive behaviors in class and on campus. The PBIS team meets monthly, and with the input of various stakeholders on campus, the committee determines monthly reward celebrations with a focus on student attendance, discipline, and tardies to encourage positive behavior and maintain a positive culture and climate around campus. PBIS works to reward and celebrate students who make positive decisions consistently, but also rewards and celebrates students who make improvements with behavior, to ensure students are learning the skills to be productive members of society in addition to having the academic skills and knowledge for their post-secondary goals.

Included in our mission is the preparation of students for higher learning and careers, to support that vision, we employ three professionals in our Student Success Center (SSC), which is funded by Sarasota High School. The SSC provides access to students for post-secondary planning, community service, and promotion of our extracurricular clubs and organizations. The SSC arranges for colleges and universities to visit our campus so students can learn of various opportunities for post-secondary. The SSC also orchestrates the ASVAB test for students to take who are either interested in military possibilities, or who

just want some insight in career options based on their interests and skills. Additionally, the SSC partners with our local colleges and universities to conduct workshops and informational sessions during the school day and in evenings for parents and students to assist in the application process for FAFSA and college applications.

Student engagement in extracurricular clubs and organizations is an extension of the inclusive environment promoted at Sarasota High, and students are routinely encouraged to participate in extra-curricular activities to strengthen the connection to school. Many of the clubs function in cooperation with community partners. Teachers serve as advisors to foster community service, leadership development, academic success, and school community acceptance of diversity. Our school participates in an Unity Day event sponsored by a local non-profit, Embracing Our Differences. This event brings students, teachers, administrators, and community partners together to develop a culture of respect and acceptance.

Sarasota High School provides Parent and Family Engagement materials and tutorials designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Additionally, technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules. Simultaneously, Sarasota High School works in conjunction with the district where our school website contains links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

Parent and families are regularly invited to attend Sarasota High SAC meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their student. Sarasota High School responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments.

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

Our school utilizes a team approach to promoting a positive school culture and environment. Members of the team include the following stakeholders: school administration, school counselor, instructional staff, and students.
The PBIS (positive behavior intervention and support) team meets regularly to plan recognition events for students to honor positive behaviors, attendance, and academic success. School Administrators and Instructional Staff promote a positive culture and environment through the
relationships they establish with their students.
Additionally, the instructional staff participates in a "Teacher of the Week" award. This award is given out each week to teachers that embody the SHS tenets. Teachers determine recipients week to week.
Our PBIS Team meets monthly to organize the rewards for students that earn designated points through the here system. They also coordinate the passing of the Teacher of the Week award to be filmed by our student news.
SDMT and SAC support the efforts of our teachers and PBIS team by providing input and resources to enhance the rewards offered to students.
Students are involved in promoting positive culture and environment through their daily interactions with each other and school staff. Students have the ability to recognize teachers through an Anchored referral program. We have incorporated "Staff Shoutouts" that are recommended by colleagues and students.