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# Sarasota High School

2155 BAHIA VISTA ST, Sarasota, FL 34239

www.sarasotacountyschools.net/sarasotahigh

## Demographics

**Principal: David Jones**

Start Date for this Principal: 8/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	43%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: A (62%) 2017-18: B (60%) 2016-17: B (57%) 2015-16: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	
<b>Year</b>	
<b>Support Tier</b>	NOT IN DA
<b>ESSA Status</b>	N/A

\* 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](http://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)

High School  
9-12

### 2018-19 Title I School

No

### 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)

43%

### Primary Service Type (per MSID File)

K-12 General Education

### Charter School

No

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

39%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	B

## School Board Approval

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 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 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**

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



Name	Title	Job Duties and Responsibilities
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	
Gilliland, Mark	Assistant Principal	
Perkins, Robert	Teacher, ESE	
Harshman, Andy	Teacher, K-12	
Markley, Debra	Teacher, K-12	
Nelson, Shannon		ESE Liaison
Graham, Brian	Other	Behavior Specialist
Ehlers, Megan	Instructional Coach	SCIP Mentor Leader

**Early Warning Systems**

**Current Year**

**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	0	580	592	523	497	2192
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	137	121	110	107	475
One or more suspensions	0	0	0	0	0	0	0	0	0	0	45	37	30	18	130
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	33	121	59	55	268
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	101	150	91	2	344

**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	66	122	70	62	320

**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	22	26	28	0	76
Students retained two or more times	0	0	0	0	0	0	0	0	0	9	24	14	5	52

**FTE units allocated to school (total number of teacher units)**

122

**Date this data was collected or last updated**

Thursday 9/5/2019

**Prior Year - 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	126	137	145	228	636
One or more suspensions	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	71	62	53	7	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	184	2	2	323

**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	73	56	21	24	174

**Prior Year - 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	126	137	145	228	636
One or more suspensions	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	71	62	53	7	193
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	135	184	2	2	323

**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	73	56	21	24	174

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	63%	67%	56%	63%	67%	56%
ELA Learning Gains	53%	53%	51%	52%	57%	53%
ELA Lowest 25th Percentile	41%	46%	42%	39%	47%	44%
Math Achievement	55%	63%	51%	62%	69%	51%
Math Learning Gains	48%	51%	48%	45%	52%	48%
Math Lowest 25th Percentile	42%	48%	45%	39%	53%	45%
Science Achievement	74%	78%	68%	75%	77%	67%
Social Studies Achievement	80%	81%	73%	77%	79%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	580 (0)	592 (0)	523 (0)	497 (0)	2192 (0)
Attendance below 90 percent	137 (126)	121 (137)	110 (145)	107 (228)	475 (636)
One or more suspensions	45 (61)	37 (61)	30 (37)	18 (35)	130 (194)
Course failure in ELA or Math	33 (71)	121 (62)	59 (53)	55 (7)	268 (193)
Level 1 on statewide assessment	101 (135)	150 (184)	91 (2)	2 (2)	344 (323)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	62%	65%	-3%	55%	7%
	2018	61%	66%	-5%	53%	8%
Same Grade Comparison		1%				
Cohort Comparison						
10	2019	59%	63%	-4%	53%	6%
	2018	62%	65%	-3%	53%	9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison				-3%		
Cohort Comparison				-2%		

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
2019	70%	77%	-7%	67%	3%
2018	74%	75%	-1%	65%	9%
Compare				-4%	

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	77%	1%	70%	8%
2018	75%	76%	-1%	68%	7%
Compare				3%	

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	73%	-37%	61%	-25%
2018	51%	77%	-26%	62%	-11%
Compare				-15%	

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	69%	-7%	57%	5%
2018	61%	71%	-10%	56%	5%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		1%			

### Subgroup Data

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 2016-17	C & C Accel 2016-17
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

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 2015-16	C & C Accel 2015-16
SWD	24	33	29	35	33	19	52	44		76	28
ELL	13	45	44	34	48	35	53	29		41	28
ASN	81	50		92	45		91	83			
BLK	35	48	29	40	38		49	56		73	41
HSP	46	43	32	47	39	37	67	70		72	52
MUL	64	48		65	57		83	69		86	89
WHT	72	56	45	69	48	42	81	83		85	76
FRL	47	46	37	53	41	32	67	67		76	56

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	62
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	61
Total Points Earned for the Federal Index	679
Total Components for the Federal Index	11
Percent Tested	98%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
<b>English Language Learners</b>	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	66
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	

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	66
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

In the 2018-2019 school year, the component with the lowest performance was English Language Arts (ELA) Lowest Quartile Learning Gains at 41%. While we did increase by 2% and had the highest percent increase of the five comprehensive high schools in Sarasota County, we still have work to do in order to meet the state and district average. Historically, this is the lowest performing category for most of our high schools and largely because of the complexity of remediating 10+ years of reading skills to high school students who vary in their level of intervention needed.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

In the 2018-2019 school year, the component with the greatest decline from the prior year was Mathematics Achievement from 62% in the 2017-18 school year to 55% in 2018-19, a 7% decrease. In the 2018-19 school year, all five comprehensive high schools in Sarasota County saw a decrease in Mathematics Achievement, however, Sarasota High School is actively working to increase achievement. One of the major factors contributing to this county-wide decline is the increase in students taking Algebra 1 in middle school. While this has certainly changed the high school Algebra classroom, we were not adequately prepared for that change and have worked to put interventions in place what will be more effective with the students who are enrolled in the class.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

In the 2018-2019 school year, the component with the greatest gap compared to the state average was Mathematics Lowest Quartile Learning Gains at 42%, 3% below the state average of 45%. While we did increase by 3% and were one of only two comprehensive high schools in Sarasota County to make an increase, we believe through the interventions we have planned in our math classrooms, we will see another increase this year and close that gap. The mathematics achievement scores are a large factor for this gap and are a major focus for the 2019-20 school year.

**Which data component showed the most improvement? What new actions did your school take in this area?**

In the 2018-2019 school year, two components were tied at a 3% increase for showing the most improvement; Mathematics Learning Gains and Social Studies Achievement. Several factors contributed to our increase in Social Studies Achievement, including: common assessments, increased use of formative assessment through USA Test Prep, and data meetings with administrator over Social Studies and teachers using benchmark results.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

After reviewing the Early Warning System data, one area of particular concern is the increase of students exhibiting two or more indicators. This category increased from 174 students in the 2018-2019 school year to 320 in the 2019-2020 school year. An increase of this size while also increasing to an "A" school and meeting the federal index for all ESSA subgroups creates a cause for concern in the validity of those data, however, we plan to address the students identified and provide supports as they progress through their time at Sarasota High School. A couple of the interventions planned are: Work with At-Risk Coordinator to provide direct services and to work with Project 10 Team to identify students and develop plans to address needs.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Increase Mathematics Achievement and Mathematics Learning Gains
2. Increase ELA Achievement and Learning Gains
3. Increase Lowest Quartile Learning Gains for ELA
4. Increase Lowest Quartile Learning Gains for Mathematics
5. Increase Science Achievement

## Part III: Planning for Improvement

### Areas of Focus:



<b>#1</b>	
<b>Title</b>	ELA Proficiency and Learning Gains
<b>Rationale</b>	Literacy skills are essential to all academic success. As we look to focus on building Sarasota High School as the preeminent educational institution in Sarasota County, literacy must be the core for which all other strategies support. Additionally, FSA Reading scores account for 30% of our school grade and must be fully supported to achieve our goals.

<b>State the measureable outcome the school plans to achieve</b>	By the year 2019-20, 66% of all students at Sarasota High School will demonstrate proficiency on the FSA Reading Assessment, and a minimum of 56% of students will demonstrate a learning gain.
<b>Person responsible for monitoring outcome</b>	Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<p>Sarasota High School will work with Sarasota County Schools ELA Curriculum Specialist to provide targeted PD in English Language Arts and Intensive Language Arts (ILA) focused on best practices and allow time to collaborate, design, and refine highly-effective lessons focused on disciplinary literacy and tiered interventions for students.</p> <p>The strategy selected provides the opportunity for teachers to collaborate with colleagues from Sarasota High School and from other district high schools in refining best practices in their classrooms. 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 decision.</p>
<b>Rationale for Evidence-based Strategy</b>	<p>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, &amp; USA Test Prep.</p> <p>Department administrator and APC will conduct classroom observations to provide individualized coaching feedback.</p> <p>Additional strategies/resources will be utilized, but not limited to:                  Common Planning for English 1 and English 2                  USA Test Prep (Common Assessments)                  Instructional Focus Guide (IFG)                  CPALMS                  Review FSA legislative updates                  UpFront Scholastic magazine                  College Board / Khan Academy                  Vocabulary.com</p>

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Participate in regular collaborative classroom visits with district support staff to calibrate with district expectations within the classroom.</li> <li>2. Participate in weekly PLC meetings with like-content teachers to analyze</li> </ol>

student work, decipher data, and make instructional decisions as a professional team.

3. Provide individualized coaching from administration based on teachers' identified areas of improvement and observation data.
4. Meet monthly in department meetings to review school, district, and state expectations and provide time for team to collaborate and problem-solve.
5. Collaborate with 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.

**Person  
Responsible**

Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)

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**#2****Title**

Mathematics Proficiency and Learning Gains

**Rationale**

Mathematics proficiency showed a decreased from the 2017-18 to the 2018-19 school year. Specialized attention must be placed to address the specific needs of the students who now enter high school to take Algebra 1. This population has changed in recent years due to the increase in students taking Algebra 1 in middle school creating a new focus on targeted student and teacher interventions to increase achievement in this area. Additionally, FSA EOC Math scores account for 30% of our school grade and must be fully supported to achieve our goals.

**State the measurable outcome the school plans to achieve**

By the year 2019-20, 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 53% will demonstrate a learning gain.

**Person responsible for monitoring outcome**

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

**Evidence-based Strategy**

Sarasota High School will work in combination with Sarasota High School's part-time Mathematics Teacher on Special Assignment (TOSA) and Sarasota County Schools' Mathematics Curriculum Specialist to provide targeted PD in 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 classroom.

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 decision.

**Rationale for Evidence-based Strategy**

The following assessment tools will be utilized by Mathematics teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: District benchmarks, FSA practice test results, teachers' informal data, & USA Test Prep.

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

- 1:1 Teacher Coaching from Math TOSA
- Common Planning for Algebra and Geometry
- Curriculum/DOK Support from District Math Specialist
- Proposed High Expectations Math Teaching PD – David Jones
- School Wide Common Assessments
- Focus on PSAT, SAT, and ACT for those needing concordant
- All Things Algebra
- Algebra Nation
- College Board / Khan Academy

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"><li>1. Participate in regular collaborative classroom visits with district support staff to calibrate with district expectations within the classroom.</li><li>2. Participate in weekly PLC meetings with like-content teachers to analyze student work, decipher data, and make instructional decisions as a professional team.</li><li>3. Provide individualized coaching from Math TOSA and administration.</li><li>4. Meet monthly in department meetings to review school, district, and state expectations and provide time for team to collaborate and problem-solve.</li><li>5. Collaborate with 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.</li></ol>
<b>Person Responsible</b>	David Jones (david.p.jones@sarasotacountyschools.net)

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#3	
<b>Title</b>	ELA Lowest Quartile Learning Gains
<b>Rationale</b>	Students in the Lowest Quartile are among our most at-risk students for falling short of 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.
<b>State the measureable outcome the school plans to achieve</b>	By the year 2019-20, 44% of Lowest Quartile students will make a learning gain on the FSA Reading Assessment, including increases in the following subgroups: African-American Students increase from 25% to 45% English Language Learners increase from 50% to 60% Students with Disabilities increase from 35% to 45%
<b>Person responsible for monitoring outcome</b>	Keatrun Stroughter (keatrun.stroughter@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Participate in the district-wide high school Intensive Language Arts (ILA) grant focused on innovation within our ILA classrooms for grades 9-10. As part of this grant, teachers have the opportunity to work directly district specialists and teachers county-wide to share best practices and continue to improve their classroom instruction. Additionally, teachers will participate in a lesson study for grades 9 and 10 and have the opportunity to observe teachers in other schools.  Through this focus, teachers can accurately use assessments to identify student skill deficiencies and create interventions for students to make a learning gain. Additional support from the At-Risk Coordinator will help to provide data-driven interventions to students through a variety of strategies and intervention groups to provide individualized support throughout all at-risk subgroups.
<b>Rationale for Evidence-based Strategy</b>	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.  Provide individualized coaching from administration based on teachers' identified areas of improvement and observation data.  Partner with multiple community-based mentoring and/or counseling programs suited to individual student needs which include: First Step Counseling, Coastal Behavioral Health, Faces of Accomplishment, JFCS, Y Achievers, Y Mentoring, Big Brothers Big Sisters (Decisions to Win), Unidos Now, and Take Stock in Children.
Action Step	
<b>Description</b>	1. Identify students in the Lowest Quartile using the dashboards created by the school district Research, Assessment, and Evaluation (RAE) Office.

2. Once identified, schedule students into the appropriate intervention courses and/or with the appropriate teachers (based on certifications).
3. Utilize assessment data to determine skill deficiencies and determine a plan for meeting the academic needs of the student in order to make a learning gain.
4. Provide professional development for teachers and opportunities for collaboration to allow best practices to be shared and incorporated within classrooms.
5. Teachers work in collaboration with department administrator, district support, and school-based support to provide meaningful and targeted interventions for students.

**Person  
Responsible**

Ryan Chase (ryan.chase@sarasotacountyschools.net)

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<b>#4</b>	
<b>Title</b>	Mathematics Lowest Quartile Learning Gains
<b>Rationale</b>	Students in the Lowest Quartile are among our most at-risk students for falling short of 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.
<b>State the measureable outcome the school plans to achieve</b>	By the year 2019-20, 47% of Lowest Quartile students will make a learning gain on the Algebra 1 or Geometry End-of-Course (EOC) Exam, including increases in the following subgroups: African-American Students increase from 20% to 45% English Language Learners increase from 37% to 50% Students with Disabilities increase from 50% to 55%
<b>Person responsible for monitoring outcome</b>	David Jones (david.p.jones@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Sarasota High School will work in combination with Sarasota High School's part-time Mathematics Teacher on Special Assignment (TOSA) and Sarasota County Schools' Mathematics Curriculum Specialist to provide targeted PD in 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 classroom. 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 decision.
<b>Rationale for Evidence-based Strategy</b>	The following assessment tools will be utilized by Mathematics teachers and administrators in PLC meetings, department meetings, and in individualized coaching sessions: District benchmarks, FSA practice test results, teachers' informal data, & USA Test Prep.  Partner with multiple community-based mentoring and/or counseling programs suited to individual student needs which include: First Step Counseling, Coastal Behavioral Health, Faces of Accomplishment, JFCS, Y Achievers, Y Mentoring, Big Brothers Big Sisters (Decisions to Win), Unidos Now, and Take Stock in Children.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify students in the Lowest Quartile using the dashboards created by the school district Research, Assessment, and Evaluation (RAE) Office.</li> <li>2. Once identified, schedule students into the appropriate intervention courses and/or with the appropriate teachers (based on certifications).</li> <li>3. Utilize assessment data to determine skill deficiencies and determine a plan for meeting the academic needs of the student in order to make a learning gain.</li> </ol>

4. Provide professional development for teachers and opportunities for collaboration to allow best practices to be shared and incorporated within classrooms.
5. Teachers work in collaboration with department administrator, district support, and school-based support to provide meaningful and targeted interventions for students.

**Person  
Responsible**

Ryan Chase (ryan.chase@sarasotacountyschools.net)

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**#5**

**Title** Science Proficiency

**Rationale** In the 2018-2019 school year, Biology EOC scores decreased by 1% after an 11% increase from the year prior. We plan to meet with instructional staff and review Biology assessment data and categorical data to determine areas of weakness for all students.

**State the measureable outcome the school plans to achieve**

By the year 2019-20, 77% of students taking the Biology End-of-Course Exam will demonstrate proficiency.

**Person responsible for monitoring outcome**

Ryan Chase (ryan.chase@sarasotacountyschools.net)

**Evidence-based Strategy**

Incorporate EOC-style questions and content throughout lessons to prepare students for the level of rigor they will see on the Biology EOC. These will be incorporated in tests/quizzes, bellwork, and/or in classwork.

This strategy has been selected to provide an opportunity for teachers to have students interacting with the questions they will need to be familiar with in order to successfully complete the Biology EOC. Since the Biology EOC requires reading strategies to be successful, teachers can practice those strategies in class and students can be better prepared for the EOC in the spring.

**Rationale for Evidence-based Strategy**

Teachers will also participate in district-led PD session, Science Disciplinary Literacy focused on best practices and allow time to collaborate, design, and refine highly-effective lessons focused on disciplinary literacy and tiered interventions for students.

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.

**Action Step**

**Description**

1. Participate in regular collaborative classroom visits with district support staff to calibrate with district expectations within the classroom.
2. Participate in weekly PLC meetings with like-content teachers to analyze student work, decipher data, and make instructional decisions as a professional team.
3. Provide individualized coaching from administration based on teachers' identified areas of improvement and observation data.
4. Meet monthly in department meetings to review school, district, and state expectations and provide time for team to collaborate and problem-solve.
5. Collaborate with 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.

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

**#6**  
**Title** Social Emotional Learning  
**Rationale** To provide an environment that promotes emotional regulation to support academic and social success.

**State the measureable outcome the school plans to achieve** 100% of Sarasota High School staff will receive training in Social Emotional Learning and 100% of students will be provided the opportunity to receive instruction in Social Emotional Learning.

**Person responsible for monitoring outcome** Michelle Anderson (michelle.anderson@sarasotacountyschools.net)

**Evidence-based Strategy** Work closely with district staff to design and implement approved Social Emotional Learning and Mental Health training to positively impact school climate and to increase awareness of and utilization of school- and community-based mental health resources.

The incorporation of Social Emotional Learning (SEL) within our school can positively impact academic and social success.

Staff training will be provided through:  
 Kognito online simulation (to be completed by all school staff)  
 October 14 District-wide SEL Professional Day  
 2019-2020 Staff Book Study, The Happiness Challenge by Shawn Achor

**Rationale for Evidence-based Strategy** Student instruction/support will be provided through:  
 Five-hour Mental Health instruction through advisory periods  
 Positive Behavior Interventions and Support (PBIS) school-wide initiatives  
 Two full-time Student Assistance Program Specialist through First Step  
 Part-time counselor specifically for Performance Based Program students

Additional resources utilized by the school for SEL:  
 Mental Health focus by School Advisory Council  
 PBIS Team (opportunities for teacher voice in SEL)

**Action Step**

**Description**

1. Review legislative requirements with SEL/Mental Health training.
2. Work with district staff to identify reliable resources for SEL instruction.
3. Develop a school-based plan for implementation of SEL instruction.
4. Work with school staff to refine curriculum in order to best serve students at Sarasota High School.
5. Track implementation and report activities to district.
6. Reflect on implementation to refine process and improve delivery.

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

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)**

## 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 Schoolwide Improvement Plan 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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ELA Proficiency and Learning Gains</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Mathematics Proficiency and Learning Gains</b>	<b>\$0.00</b>

<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: ELA Lowest Quartile Learning Gains</b>	<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Mathematics Lowest Quartile Learning Gains</b>	<b>\$0.00</b>
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Science Proficiency</b>	<b>\$0.00</b>
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Social Emotional Learning</b>	<b>\$0.00</b>
			<b>Total: \$0.00</b>