

Sarasota County Schools

Suncoast Polytechnical High School



2015-16 School Improvement Plan

Suncoast Polytechnical High School

4650 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net/suncoastpolytechnical

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	34%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	25%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	38
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Suncoast Polytechnical High School has made a commitment to establishing a small school culture by limiting its overall student population. SPHS has a maximum population of 600 total students and a maximum grade level enrollment of 150 students per class. Ninth and tenth grade students are enrolled in career academies of choice which allows instructors to build relationships in core content area classes but also provides opportunities for Career and Technical Education teachers to establish positive relationships based on similar interests. SPHS also provides a flexible schedule to students by providing a Seminar class period once a week where students meet with the same teacher regularly to discuss any number of the following: grades, attendance, behaviors, interests or barriers.

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

Suncoast Polytechnical High School works to ensure that each student feels safe and respected by developing and promoting the four cornerstones of SPHS. The four cornerstones of SPHS; 1) Respect For All 2) Take Responsibility 3) Service to Others 4) Being an active participant. Suncoast Polytechnical High School has one School Resource Officer and two Security Aides that work on campus throughout the school day. Students at SPHS are required to wear identification badges which act as proxy cards limiting access to specific areas of campus. Guests must report to the front office in order to access SPHS.

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

Suncoast Polytechnical High School begins each school year by discussing schoolwide behavioral expectations with each student and parent during a mandatory orientation and registration session. These expectations are then posted online and made available for all visitors to the SPHS website. SPHS teachers maintain an individual classroom management plan and school based administrators adhere to the district defined progressive discipline policies. The Suncoast Polytechnical High School Positive Behavior Support System is based on the four cornerstones of SPHS. Each month SPHS teachers honor one student from each grade level as a Student of the Month. The students must demonstrate all of the qualities found in the four cornerstones. SPHS also promotes increased

attendance by hosting a perfect attendance luncheon twice a year. The SPHS National Honor Society hosts a luncheon twice yearly for any student who has a 3.0 or higher GPA.

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

SPHS has made a commitment to its students social-emotional needs by providing two counselors to provide services to approximately 550 students. The SPHS Guidance Team schedules weekly School Wide Support Team meetings where students who may be having social-emotional needs are discussed so that interventions or assistance can be provided. SPHS also has created a Teacher Advisory Period/Seminar that meets on a weekly basis. The TAP/Seminar time period allows teachers to connect with a small group of 25 students once a week. SPHS also has access to school social workers, psychologists and community organizations for students with increased needs.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Counselors and teachers at Suncoast Polytechnical High School monitor the grades, attendance and achievement levels of students through the use of the student information system and collaborative feedback during PLC meetings. The SPHS administrative team works with the SPHS discipline committee to identify students at risk behaviorally. Students who meet criteria to include: Attendance below 90 percent, one or more suspensions, fail English Language Arts or mathematics and/or score a level 1 on a statewide assessment in ELA or math are provided support that begins with the SPHS schoolwide support team or SWST. The SWST team meets each Friday and is comprised of counselors, administrators, teachers, instructional support personnell, school social worker, school psychologist and a truancy officer. The team meets to brainstorm intervention steps and create a plan of action for each student. Once a student has been identified the student remains on the SWST agenda so that the team can effectively monitor the implementation of the plan and ensure its effectiveness.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	10	8	6	10	34
One or more suspensions	10	8	3	1	22
Course failure in ELA or Math	12	10	6	3	31
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	6	5	3	1	15

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

Suncoast Polytechnical High School employs a number of different strategies for students struggling academically. SPHS students have the opportunity for remediation during the course of the school day on a weekly basis during seminar time periods. This is a one hour a week intervention that can be accomplished during the course of the school day. SPHS also provides a math support clinic after school for students struggling in mathematics and offers all 9th grade students an additional ELA class in the form of Applied Communications. SPHS also offers Intensive Reading to students who are level 1 on statewide ELA assessments. SPHS grade level leaders and teachers work in PLC's to identify students in need of support and schedule appropriate parent conferences to address academic performance. Parents also have access to digital grades through district provided technology.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

SPHS hosts monthly Booster Meetings to provide training for parents specific to needs of their students. SPHS distributes a monthly newsletter from the volunteer coordinator and the SPHS administration will post a weekly blog update on the school website. SPHS also hosts two Curriculum Nights each year where parents are invited to campus to meet teachers and tour the programs and courses available to our students. SPHS teachers post grades to an on-line gradebook which allows parents to consistently monitor student progress. In addition SPHS sends home progress reports and quarterly grades with updated progress towards graduation requirements. SPHS also provides an automated phone call to parents of students who were absent during the school day.

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

Suncoast Polytechnical High School hosts business partners on campus during the "Great American Teach-In" which is held in November. Last year Suncoast Polytechnical High School hosted over 50 business members from the local community. SPHS also has created a business partnership plan which is available on-line through our district's Team-Up site. SPHS assistant principal is identified as the Business Partner Coordinator. SPHS is also fortunate to have an active Booster Board and School Advisory council. Members of each of these stakeholder groups actively seeks business partnerships to enhance student achievement.

SPHS also partners with the Gulf Coast Community Foundation and the Sarasota Education Foundation to provide teachers and students with additional opportunities via grants, resources and support. SPHS recognizes business partners at an annual luncheon and works with the district office to recognize volunteers of the year during an evening celebration.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Terry, Trenton	Principal
Bazenas, Joe	Assistant Principal

Duties

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

The Principal and Assistant Principal are responsible for providing supervision and support for all of the daily operations at Suncoast Polytechnical High School. In addition to the day to day operations, the administrators serve as members of the SPHS Shared Decision Making Team (SDMT) where teachers and staff share ideas and discuss issues that directly impact SPHS. In addition to the SDMT, both administrators meet with 5 departmental chairs and 4 grade level leaders each month to problem solve and/or discuss implementation of state and federal legislation. The two administrators share the responsibility of instructional leadership and are currently facilitating meetings with interested teachers during planning periods. In addition to professional development support both administrators commit to observing teachers at least four times yearly and conducting two face to face meetings to provide feedback and support. The SPHS Assistant Principal serves as a member of The MTSS Leadership Team which is facilitated by the SPHS Guidance Counselor, Michael Cellamare. Specific responsibilities of the Assistant Principal include: Serving as a member of the school wide support team, serving as a member of the CARE team, identifying and connecting with community groups for the purposes of positive behavior support and seeking funding for positive behavior support initiatives. The function of the SPHS Principal is to provide supervision and support to The MTSS Leadership Team.

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

The SPHS school leadership team meets at varying times throughout the school year to analyze needs. During the first semester of each school year the SPHS leadership team meets with teachers and districted staff to begin the process of aligning courses for students to take the following year. This process concludes with the submission of the SPHS Program of Studies which is submitted each year to the Director of Curriculum and Instruction. SPHS then begins the process of creating a master schedule that addresses the needs of its students. This is done in collaboration with teachers, guidance counselors and district staff member input. The master schedule is built to provide students with the appropriate coursework for graduation and meet state requirements for class size amendment. SPHS coordinates any federal, state and local funding through input from Directors within our district. Inventory is maintained through multiple data bases. Texts, technology etc...are all bar coded and assigned to specific individuals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ida Jones	Business/Community
Julianne McNellis	Teacher
Susan Odell	Education Support Employee
Trent Terry	Principal
Jennifer Holt	Business/Community
Meagan Marcus	Student
Debra Sandefeur	Parent
Christa Douglas	Student
Colin Coyne	Student
Sylwia Gasior	Student
Cameron Cruce	Student
Kristine Kelly	Parent

Duties

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

Evaluation of last year's school improvement plan

The SPHS SAC will meet during the month of November to review and evaluate last year's school improvement plan.

Development of this school improvement plan

SPHS conducted the first SAC meeting of the year on September 14th at which point the SAC was asked for input for the plan. SPHS administrative staff e-mails the members of the SAC seeking input on specific targets of the plan based on information required by the School Improvement Plan template. After gathering the input from SAC, SPHS will utilize the contributions in the SIP and then ask for final approval from the SPHS SAC.

Preparation of the school's annual budget and plan

The SAC is presented with the annual budget and is asked for input during the April meeting. The members present at the SAC meeting also ask questions that are pertinent to the fiscal operations of the school.

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

The SPHS SAC will utilize school improvement funds to support Positive Behavior Support and Literacy initiatives at SPHS. SPHS will utilize \$500.00 for the purchase of classroom sets of novels for teachers to support literacy initiatives. SPHS SAC will seek business partners to raise \$1,000 to support Positive Behavior Support student of the month and perfect attendance initiatives.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Terry, Trenton	Principal
Burns, Hugh	Teacher, K-12
Fuller, Claire	Teacher, K-12
LaPorte, Staci	Teacher, K-12
McNellis, Julianne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- A. Team to promote and support programs that are unique to SPHS
- B. Teachers and staff to implement literacy strategies for all learners, LLT to provide Professional Development
- C. Team will promote Florida Standards at SPHS, LLT to provide support during teacher planning periods
- D. Team will design activities to promote literacy during Celebrate Literacy Week

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

SPHS allocates fiscal resources so that each grade level team has a team leader and each department has department chair. These teacher leaders provide collaborative support to small groups of teachers on campus and lead the professional learning communities. SPHS also provides teachers with a common planning time at the conclusion of each day which allows for collaborative planning during the teacher work day.

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

- 1) SPHS posts all vacant positions on the school district website: sarasotacountyschools.net - Principal
- 2) New teachers are provided with a school site experienced mentor teacher. The mentor provides assistance with school board and school site policies and procedures to include but not limited to: Teacher Evaluation, Professional Development Planning, Lesson Planning, Daily Attendance, Maintenance of Gradebook, Instructional Technology, and Requests for Assistance - Principal and Mentor Teachers

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

New teachers are provided with a school site experienced mentor teacher. The mentor provides assistance with school board and school site policies and procedures to include but not limited to: Teacher Evaluation, Professional Development

Planning, Lesson Planning, Daily Attendance, Maintenance of Gradebook, Instructional Technology, and Requests for Assistance

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

SPHS ensures that its core instructional programs and materials are aligned to standards by adhering to Instructional Focus Guides which were developed in collaboration with teacher content area experts and district leadership teams. SPHS also utilizes district adopted textbooks and supplemental materials selected by teacher leaders, core content experts and district leadership teams that are aligned to the Florida standards. In some cases, due to late adoption of the Florida Standards, teachers have had to seek materials based on the deconstruction of the new Florida Standards.

Instructional Strategies

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

Teachers gather data from benchmark assessments administered to students at least three times yearly. The benchmark assessments provide teachers data in Biology, Algebra I, Geometry, Reading, Writing and US History. Students who have difficulty based upon benchmark assessment data are grouped during seminar classes based upon need. Students are also "pulled" out of some classes and placed with content experts for remediation. One specific example utilized: Students who have not yet passed the Algebra I EOC are provided remediation in an Algebra class for two weeks prior to a test. The teacher works with those students on specific standards - example: polynomials.

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

Strategy: Extended School Day

Minutes added to school year: 2,160

SPHS provides opportunities for students to participate in "Seminar" once a week for a period of one hour. During this time period students are assigned to a specific teacher for either extension or remediation based upon individual needs.

Strategy Rationale

Seminar provides each student with an opportunity for one hour each week where they can either participate in extension or remediation with content area experts.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Terry, Trenton, trenton.terry@sarasotacountyschools.net

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

Teachers gather data from benchmark assessments administered to students at least three times yearly. The benchmark assessments provide teachers data in Biology, Algebra I, Geometry, Reading, Writing and US History.

Strategy: After School Program

Minutes added to school year: 600

Envirothon

Strategy Rationale

SPHS students are provided opportunity for enrichment in any of the science offerings by being provided with the opportunity to participate in the Envirothon.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Henderson, Nina, nina.henderson@sarasotacountyschools.net

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

Local Envirothon Results

Strategy: After School Program

Minutes added to school year: 1,080

Science Olympiad

Strategy Rationale

SPHS students are provided opportunity for enrichment in any of the science offerings by being provided with the opportunity to participate in the Science Olympiad.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Henderson, Nina, nina.henderson@sarasotacountyschools.net

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

Science Olympiad results and End of Course Exam Results

Strategy: After School Program

Minutes added to school year: 3,600

Math Support Clinic

Strategy Rationale

Peer mentors work with students to teach mathematical concepts that will assist them in any math class offered at SPHS.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bellon, Ricardo, ricardo.bellon@sarasotacountyschools.net

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

Benchmark Tests, End of Course Exam Results, ACT/SAT results

Strategy: Summer Program

Minutes added to school year: 3,800

SPHS hosts a summer camp for students involved or seeking to be involved in the Career and Technical Education Animation, Game, Simulation program. Students attend for one full week and are exposed to the latest game making or animation software while also being exposed to and learning new techniques in art to facilitate animation.

Strategy Rationale

Summer Camp provides opportunity for enrichment in a career area of interest for SPHS students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Janssen, Cathie, cathie.janssen@sarasotacountyschools.net

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

Performance on Industry Certification Exam

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Suncoast Polytechnical High School supports incoming students by placing them in a small learning environment or academy based on a career area of interest with a team of teachers. The 9th grade team of teachers consists of a teacher from each of the core content areas along with a specific Career and Technical Education teacher. The 9th grade team also works with students during their seminar time period once week to address many transitional topics including organization for school success, whom to contact if in need of assistance and study skills. Suncoast Polytechnical High School supports outgoing students by offering courses in Math for College Readiness and English for College Success. In addition to curricular offerings SPHS ensures that each and every student has taken the Post Secondary Education Readiness Test (PERT) along with the ACT and SAT. SPHS guidance counslors work with students and parents throughout the year offering assistance with the FAFSA while career bound students are visited by members from Career Source, our region's job placement specialists.

College and Career Readiness

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

Beginning in the 9th grade year, students choose from one of six career academies, Health Sciences (Practical Nursing), Health Sciences (EMT/Fire/Biomed), Digital Video Production, Business Technologies and two SPHS signature programs, Engineering (Robotics) and Animations/Gaming/

Simulation. Students then have the opportunity to continue their career and technical education program in grades 11 and 12 by spending half of their school day enrolled in a Career and Technical Education courses through Sarasota County Technical Institute. SPHS also participates in the Great American Teach In which occurs yearly during the month of November. The goal for SPHS is to invite a business partner into each classroom during each period of the day.

SPHS also provides a rigorous academic program for all students which include Advanced Placement courses in; Language, Literature, Calculus, Environmental Science, Psychology, Portfolio 1 and Portfolio 2. Students at SPHS students have access to dual enrollment courses through an articulation agreement with the State College of Florida.

SPHS guidance counselors schedule college recruitment visits for SPHS students throughout the school year. Students are exposed to many different institutes to include universities, two year colleges and technical schools.

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

The curricular design of our county-wide magnet high school incorporates a "rigorous career and technology driven curriculum within a thematic, analytical and interactive teaching and learning environment." Beginning in the 9th grade year, students choose from one of six career academies, Health Sciences (Practical Nursing), Health Sciences (EMT/Fire/Biomed), Engineering, Digital Video Production, Business Technologies and the SPHS signature program Animations/Gaming/Simulation. Students that do not wish to continue along their identified career path after their tenth grade year then have the opportunity to select any one of 41 Career and Technical Education courses offered at Sarasota County Technical Institute. Each SPHS student must take four credits per year in a Career and Technical Education program. Students may earn the following industry certifications: Adobe Photoshop (Associate/Expert), Autodesk Inventor, Emergency Medical Technician (Licensure), Microsoft Office Suite 3 of 5 (Expert also), Certified Nursing Assistant (Licensure), Certified Licensed Practical Nurse (Licensure), Certified Veterinary Assistant, ServSafe, Toon Boom.

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

Beginning in the 9th grade year, students choose from one of six career academies, Health Sciences (Practical Nursing), Health Sciences (EMT/Fire/Biomed), Engineering, Digital Video Production, Business Technologies and the SPHS signature program Animations/Gaming/Simulation. Each career academy consists of no more than 25 students. The 25 students share common core content area teachers and the teachers are teamed with Career and Technical Education teachers.

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

Suncoast Polytechnical High works to improve student readiness for public postsecondary education in many different ways. SPHS provides a rigorous curriculum to all students which requires students to take four years of mathematics and four years of science in addition to completing either 75 or 100 hours of community service to align with maximum levels of Bright Futures Scholarships. In addition to the four years of mathematics and science, SPHS offers students Advanced Placement courses beginning in their freshman year where AP Psychology is offered. In addition to AP Psychology, SPHS provides AP courses to students in: Language, Literature, Calculus, and Environmental Science. SPHS provides access to English For College Preparation and Math for College Readiness to all students. Students are also provided enrichment opportunities through articulation agreements with local colleges. SPHS students can take Dual Enrollment courses or even consider early admittance to the State College of Florida. Beginning in the 10th grade year, SPHS requires that all students take the PSAT in order to receive feedback pertaining to the students current academic standing and its relation to college readiness. SPHS recently added an incentive program for students

who signed up for and completed the SAT/ACT prior to the beginning of their second semester of their junior year.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2016, students will maintain present levels of performance on the Biology EOC when more than 90% demonstrate proficiency.
- G2.** By the year 2016, students will maintain present levels of performance on the US History EOC when more than 90% demonstrate proficiency.
- G3.** By the year 2016, there will be a 2% minimum increase on the FSA Geometry test for all students when less than 90% demonstrate proficiency
- G4.** By the year 2016, there will be a 2% minimum increase on the FSA Algebra I test for all students when less than 90% demonstrate proficiency.
- G5.** By the year 2016, there will be a minimum of a 4% increase on FSA Algebra II test for all students when less than 70%.
- G6.** By the year 2016, there will be a minimum 2 percentage point increase on the ELA FSA for all students when 70% to 89% of the students are currently demonstrating proficiency and proficiency will be maintained for all students when more than 90% demonstrate proficiency on the ELA FSA.

Strategic Goals Detail

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

G1. By the year 2016, students will maintain present levels of performance on the Biology EOC when more than 90% demonstrate proficiency. 1a

G072437

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	90.0

Resources Available to Support the Goal 2

- District Benchmark Assessments
- Teacher Formative Assessments
- Teacher Summative Assesments
- District Instructional Focus Guides

Targeted Barriers to Achieving the Goal 3

- Lack of opportunity for Collaborative planning (2 Biology Teachers on campus)

Plan to Monitor Progress Toward G1. 8

Benchmark Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/26/2015 to 4/1/2016

Evidence of Completion

Benchmark Data

G2. By the year 2016, students will maintain present levels of performance on the US History EOC when more than 90% demonstrate proficiency. 1a

G072438

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	90.0

Resources Available to Support the Goal 2

- District Benchmark Assessments
- Teacher Formative Assessments
- Teacher Summative Assesments
- District Instructional Focus Guides

Targeted Barriers to Achieving the Goal 3

- Lack of opportunity for Collaborative planning (1 US History Teacher On Campus)

Plan to Monitor Progress Toward G2. 8

Progress Monitoring Data will be utilized

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Benchmark Assessment Data

G3. By the year 2016, there will be a 2% minimum increase on the FSA Geometry test for all students when less that 90% demonstrate proficiency **1a**

G072439

Targets Supported **1b**

Indicator	Annual Target
Geometry EOC Pass Rate	80.0

Resources Available to Support the Goal **2**

- District Benchmark Assessments
- Teacher Formative Assessments
- Teacher Summative Assesments
- District Instructional Focus Guides

Targeted Barriers to Achieving the Goal **3**

- Lack of opportunity for Collaborative planning (1 Algebra ITeacher on campus)

Plan to Monitor Progress Toward G3. **8**

Benchmark Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/26/2015 to 4/1/2016

Evidence of Completion

Benchmark Data

G4. By the year 2016, there will be a 2% minimum increase on the FSA Algebra I test for all students when less than 90% demonstrate proficiency. 1a

G072440

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	75.0

Resources Available to Support the Goal 2

- District Benchmark Assessments
- Teacher Formative Assessments
- Teacher Summative Assessments
- District Instructional Focus Guides

Targeted Barriers to Achieving the Goal 3

- Lack of opportunity for Collaborative planning (1 Algebra I Teacher on campus)

Plan to Monitor Progress Toward G4. 8

Benchmark Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/26/2015 to 7/2/2016

Evidence of Completion

Benchmark Data

G5. By the year 2016, there will be a minimum of a 4% increase on FSA Algebra II test for all students when less than 70%. 1a

G072441

Targets Supported 1b

Indicator	Annual Target
Algebra II EOC Pass Rate	53.0

Resources Available to Support the Goal 2

- District Benchmark Assessments
- Teacher Formative Assessments
- Teacher Summative Assesments
- District Instructional Focus Guides

Targeted Barriers to Achieving the Goal 3

- Lack of opportunity for Collaborative planning (2 Total Algebra II Teachers on campus)

Plan to Monitor Progress Toward G5. 8

Benchmark Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 9/21/2015 to 4/1/2016

Evidence of Completion

Benchmark Data

G6. By the year 2016, there will be a minimum 2 percentage point increase on the ELA FSA for all students when 70% to 89% of the students are currently demonstrating proficiency and proficiency will be maintained for all students when more than 90% demonstrate proficiency on the ELA FSA. 1a

G072442

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	90.0

Resources Available to Support the Goal 2

- FAIR
- Teacher Formative Assessments
- Teacher Summative Assessments
- HMH textbook Collection
- Instructional Focus Guides

Targeted Barriers to Achieving the Goal 3

- Lack of Opportunity for collaborative grade level ELA Planning

Plan to Monitor Progress Toward G6. 8

Progress Monitoring and FAIR Data

Person Responsible

Trenton Terry

Schedule

Quarterly, from 9/14/2015 to 4/1/2016

Evidence of Completion

FAIR Data and Progress Monitoring Data

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key


G1. By the year 2016, students will maintain present levels of performance on the Biology EOC when more than 90% demonstrate proficiency. **1**

 G072437

G1.B4 Lack of opportunity for Collaborative planning (2 Biology Teachers on campus) **2**

 B188784

G1.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015 **4**

 S200235

Strategy Rationale

Teachers and staff need the opportunity for professional development and training to address perceived student deficiencies in relation to performance on assessment.

Action Step 1 **5**

Accountable Talk

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrative Observation Data

Person Responsible

Trenton Terry

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administrative Observations

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Progress Monitoring Data will be utilized

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/26/2015 to 6/3/2016


Evidence of Completion

Benchmark Assessment Data


G2. By the year 2016, students will maintain present levels of performance on the US History EOC when more than 90% demonstrate proficiency. **1**

 G072438

G2.B4 Lack of opportunity for Collaborative planning (1 US History Teacher On Campus) **2**

 B188788

G2.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015 **4**

 S200236

Strategy Rationale

Teachers and staff need the opportunity for professional development and training to address perceived student deficiencies in relation to performance on assessment.

Action Step 1 **5**

Accountable Talk

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Administrative Observation Data

Person Responsible

Trenton Terry

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administrative Observations

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Administrative Observation Data

Person Responsible

Trenton Terry

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administrative Observations

G3. By the year 2016, there will be a 2% minimum increase on the FSA Geometry test for all students when less than 90% demonstrate proficiency 1

 G072439

G3.B4 Lack of opportunity for Collaborative planning (1 Algebra ITeacher on campus) 2

 B188792

G3.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015 4

 S200237

Strategy Rationale

Teachers and staff need the opportunity for professional development and training to address perceived student deficiencies in relation to performance on assessment.

Action Step 1 5

Accountable Talk

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Administrative Observation Data

Person Responsible

Trenton Terry

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administrative Observations

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Progress Monitoring Data will be utilized

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Benchmark Assessment Data

G4. By the year 2016, there will be a 2% minimum increase on the FSA Algebra I test for all students when less than 90% demonstrate proficiency. 1

G072440

G4.B4 Lack of opportunity for Collaborative planning (1 Algebra I Teacher on campus) 2

B188796

G4.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015 4

S200238

Strategy Rationale

Teachers and staff need the opportunity for professional development and training to address perceived student deficiencies in relation to performance on assessment.

Action Step 1 5

Accountable Talk

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Plan to Monitor Fidelity of Implementation of G4.B4.S1 6

Administrative Observation Data

Person Responsible

Trenton Terry

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administrative Observations

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

Progress Monitoring Data will be utilized

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Benchmark Assessment Data


G5. By the year 2016, there will be a minimum of a 4% increase on FSA Algebra II test for all students when less than 70%. 1

 G072441

G5.B4 Lack of opportunity for Collaborative planning (2 Total Algebra II Teachers on campus) 2

 B188800

G5.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015 4

 S200240

Strategy Rationale

Teachers and staff need the opportunity for professional development and training to address perceived student deficiencies in relation to performance on assessment.

Action Step 1 5

Accountable Talk

Person Responsible

Trenton Terry

Schedule

On 6/3/2016

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

Administrative Observation Data

Person Responsible

Trenton Terry

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administrative Observations

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 7

Progress Monitoring Data will be utilized

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Benchmark Assessment Data

G6. By the year 2016, there will be a minimum 2 percentage point increase on the ELA FSA for all students when 70% to 89% of the students are currently demonstrating proficiency and proficiency will be maintained for all students when more than 90% demonstrate proficiency on the ELA FSA. 1

G072442

G6.B4 Lack of Opportunity for collaborative grade level ELA Planning 2

B188804

G6.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015 4

S200242

Strategy Rationale

Teachers and staff need the opportunity for professional development and training to address perceived student deficiencies in relation to performance on assessment.

Action Step 1 5

Accountable Talk

Person Responsible

Trenton Terry

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Plan to Monitor Fidelity of Implementation of G6.B4.S1 6

Administrative Observation Data

Person Responsible

Trenton Terry

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Administrative Observations

Plan to Monitor Effectiveness of Implementation of G6.B4.S1 7

Progress Monitoring Data will be utilized

Person Responsible

Trenton Terry

Schedule

Quarterly, from 9/21/2015 to 4/1/2016

Evidence of Completion

FAIR Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Accountable Talk	Terry, Trenton	8/17/2015	Professional Development System Logs and Teacher Attendance Verification	6/3/2016 quarterly
G2.B4.S1.A1	Accountable Talk	Terry, Trenton	8/17/2015		6/3/2016 quarterly
G3.B4.S1.A1	Accountable Talk	Terry, Trenton	8/17/2015	Professional Development System Logs and Teacher Attendance Verification	6/3/2016 quarterly
G4.B4.S1.A1	Accountable Talk	Terry, Trenton	8/17/2015	Professional Development System Logs and Teacher Attendance Verification	6/3/2016 quarterly
G5.B4.S1.A1	Accountable Talk	Terry, Trenton	8/17/2015	Professional Development System Logs and Teacher Attendance Verification	6/3/2016 one-time
G6.B4.S1.A1	Accountable Talk	Terry, Trenton	8/17/2015	Professional Development System Logs and Teacher Attendance Verification	6/3/2016 quarterly
G1.MA1	Benchmark Data	Terry, Trenton	10/26/2015	Benchmark Data	4/1/2016 quarterly
G1.B4.S1.MA1	Progress Monitoring Data will be utilized	Terry, Trenton	10/26/2015	Benchmark Assessment Data	6/3/2016 quarterly
G1.B4.S1.MA1	Administrative Observation Data	Terry, Trenton	8/24/2015	Administrative Observations	6/3/2016 weekly
G2.MA1	Progress Monitoring Data will be utilized	Terry, Trenton	10/26/2015	Benchmark Assessment Data	6/3/2016 quarterly
G2.B4.S1.MA1	Administrative Observation Data	Terry, Trenton	8/24/2015	Administrative Observations	6/3/2016 weekly
G2.B4.S1.MA1	Administrative Observation Data	Terry, Trenton	8/24/2015	Administrative Observations	6/3/2016 weekly
G3.MA1	Benchmark Data	Terry, Trenton	10/26/2015	Benchmark Data	4/1/2016 quarterly
G3.B4.S1.MA1	Progress Monitoring Data will be utilized	Terry, Trenton	10/26/2015	Benchmark Assessment Data	6/3/2016 quarterly
G3.B4.S1.MA1	Administrative Observation Data	Terry, Trenton	8/24/2015	Administrative Observations	6/3/2016 weekly
G4.MA1	Benchmark Data	Terry, Trenton	10/26/2015	Benchmark Data	7/2/2016 quarterly
G4.B4.S1.MA1	Progress Monitoring Data will be utilized	Terry, Trenton	10/26/2015	Benchmark Assessment Data	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B4.S1.MA1	Administrative Observation Data	Terry, Trenton	8/24/2015	Administrative Observations	6/3/2016 weekly
G5.MA1	Benchmark Data	Terry, Trenton	9/21/2015	Benchmark Data	4/1/2016 quarterly
G5.B4.S1.MA1	Progress Monitoring Data will be utilized	Terry, Trenton	10/26/2015	Benchmark Assessment Data	6/3/2016 quarterly
G5.B4.S1.MA1	Administrative Observation Data	Terry, Trenton	8/24/2015	Administrative Observations	6/3/2016 weekly
G6.MA1	Progress Monitoring and FAIR Data	Terry, Trenton	9/14/2015	FAIR Data and Progress Monitoring Data	4/1/2016 quarterly
G6.B4.S1.MA1	Progress Monitoring Data will be utilized	Terry, Trenton	9/21/2015	FAIR Data	4/1/2016 quarterly
G6.B4.S1.MA1	Administrative Observation Data	Terry, Trenton	8/24/2015	Administrative Observations	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. By the year 2016, students will maintain present levels of performance on the Biology EOC when more than 90% demonstrate proficiency.

G1.B4 Lack of opportunity for Collaborative planning (2 Biology Teachers on campus)

G1.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015

PD Opportunity 1

Accountable Talk

Facilitator

Kevin Baird, Linda Dove, Catherine Coccozza, Tara Spielman

Participants

Teachers and Staff

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

G2. By the year 2016, students will maintain present levels of performance on the US History EOC when more than 90% demonstrate proficiency.

G2.B4 Lack of opportunity for Collaborative planning (1 US History Teacher On Campus)

G2.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015

PD Opportunity 1

Accountable Talk

Facilitator

Kevin Baird, Linda Dove, Catherine Coccozza, Tara Spielman

Participants

Teachers and Staff

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

G3. By the year 2016, there will be a 2% minimum increase on the FSA Geometry test for all students when less than 90% demonstrate proficiency

G3.B4 Lack of opportunity for Collaborative planning (1 Algebra I Teacher on campus)

G3.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015

PD Opportunity 1

Accountable Talk

Facilitator

Kevin Baird, Linda Dove, Catherine Coccozza, Tara Spielman

Participants

Teachers and Staff

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

G4. By the year 2016, there will be a 2% minimum increase on the FSA Algebra I test for all students when less than 90% demonstrate proficiency.

G4.B4 Lack of opportunity for Collaborative planning (1 Algebra I Teacher on campus)

G4.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015

PD Opportunity 1

Accountable Talk

Facilitator

Kevin Baird, Linda Dove, Catherine Coccozza, Tara Spielman

Participants

Teachers and Staff

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

G5. By the year 2016, there will be a minimum of a 4% increase on FSA Algebra II test for all students when less than 70%.

G5.B4 Lack of opportunity for Collaborative planning (2 Total Algebra II Teachers on campus)

G5.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015

PD Opportunity 1

Accountable Talk

Facilitator

Kevin Baird, Linda Dove, Catherine Coccozza, Tara Spielman

Participants

Teachers and Staff

Schedule

On 6/3/2016

G6. By the year 2016, there will be a minimum 2 percentage point increase on the ELA FSA for all students when 70% to 89% of the students are currently demonstrating proficiency and proficiency will be maintained for all students when more than 90% demonstrate proficiency on the ELA FSA.

G6.B4 Lack of Opportunity for collaborative grade level ELA Planning

G6.B4.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in October 2015

PD Opportunity 1

Accountable Talk

Facilitator

Kevin Baird, Linda Dove, Catherine Coccozza, Tara Spielman

Participants

Teachers and Staff

Schedule

Quarterly, from 8/17/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	Accountable Talk	\$0.00
2	G2.B4.S1.A1	Accountable Talk	\$0.00
3	G3.B4.S1.A1	Accountable Talk	\$0.00
4	G4.B4.S1.A1	Accountable Talk	\$0.00
5	G5.B4.S1.A1	Accountable Talk	\$0.00
6	G6.B4.S1.A1	Accountable Talk	\$0.00
Total:			\$0.00