2013-2014 SCHOOL IMPROVEMENT PLAN

Suncoast Polytechnic High School

4650 BENEVA RD
Sarasota, FL 34233
941-921-3981
www.sarasotacountyschools.net/suncoastpolytechnical

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	38%

Alternative/ESE Center	Charter School	Minority Rate
No	No	30%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. 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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Suncoast Polytechnical High School

Principal
Todd Bowden

School Advisory Council chair
Kevin Bassetti

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Trenton T. Terry, Assistant Director	Joseph Bazenas, Program Manager

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. SPHS SAC positions include; President, Vice President, Treasurer and Secretary

Involvement of the SAC in the development of the SIP

SPHS conducted the first SAC meeting of the year on August 27th at which point the SAC was asked for input for the plan. After gathering the input from SAC, SPHS will utilize the contributions in the SIP and then ask for final approval from the SPHS SAC.

Activities of the SAC for the upcoming school year

The SPHS SAC meets on a monthly basis at SPHS. The SAC is instrumental in all school improvement initiatives. This year the SAC will work in conjunction with school staff to continue the process of implementing a school wide Renaissance program which will aid in Positive Behavior Support. The SPHS SAC will also be responsible for making programmatic recommendations for students at SPHS.

Projected use of school improvement funds, including the amount allocated to 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 utilize $1,000 to support Positive Behavior Support student of the month and perfect attendance intiatives.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Todd Bowden		
Principal	Years as Administrator: 15	Years at Current School: 7

Credentials

Performance Record	Suncoast Polytechnical High School School Grade: Pending 2013 - Percent 3 and above in reading 86% 2013 - Percent 3 and above in Algebra I EOC 87% 2013 - Percent 3 and above in Geometry EOC 83% 2013 - Percent 3 and above in Biology EOC 96% 2013 - Percent 3.5 and above in Writing 75% 2013 - Percent making learning gains in reading 73% 2013 - Percent making learning gains in math 79% 2013 - Percent Lowest 25% making learning gains in reading 73% 2013 - Percent Lowest 25% making learning gains in math 88%

Joseph Bazenas		
Asst Principal	Years as Administrator: 10	Years at Current School: 2

Credentials	Bachelors of Arts in Special Education Masters of Education- Special Education Specialist in Education- Guidance & Counseling Edcuational Leadership 30 hour certification Doctorate In Education (ABD) Education Leadership Florida Teacher Certification (674862) School Principal all levels Specific Learning Disabilities K-12 Guidance Counseling K-12
Performance Record	Suncoast Polytechnical High School School Grade: Pending 2013 - Percent 3 and above in reading 86% 2013 - Percent 3 and above in Algebra I EOC 87% 2013 - Percent 3 and above in Geometry EOC 83% 2013 - Percent 3 and above in Biology EOC 96% 2013 - Percent 3.5 and above in Writing 75% 2013 - Percent making learning gains in reading 73% 2013 - Percent making learning gains in math 79% 2013 - Percent Lowest 25% making learning gains in reading 73% 2013 - Percent Lowest 25% making learning gains in math 88% Principal of Booker Middle School in: 2011-2012 Grade C, Reading 48%; Math Mastery 43%; Writing 75% Science 39%: AMO Reading Target: 52 %, Met: No, AMO Math Target: 49%, Met: No 2010-2011 Grade B, Reading 63%; Math Mastery 60%; Writing 80%Science 31%: AYP=69% 2009-2010: Grade C, Reading Mastery: 61%, Math mastery 61%, Science mastery 31%. AYP: 77%, Only the White subgroup made AYP in reading. Total, White, Hispanic, and Economically Disadvantaged met Proficiency in Math. 53% Lowest 25%tile made Annual Learning Gains in Reading; 65% of the Lowest 25%tile made Annual Gains in Math 2008-2009: Grade C. Reading Mastery: 58%, Math mastery 54%, Science mastery 26%. AYP: 74%,None of the subgroups made AYP in reading or math; Lowest Quartile Reading 69%, Math 62% met proficiency. 2007-2008: Grade C. Reading Mastery 60%: Math Proficiency 52%,Science Proficiency 33%

Trenton T. Terry		
Asst Principal	Years as Administrator: 8	Years at Current School: 1

Credentials	Bachelors of Science Education Masters Educational Leadership
Performance Record	DeSoto County High School Principal: School grades - 2008 (C), 2009 (D), 2010 (C). 2008 - Percent 3 and above in Reading 33% 2008 - Percent 3 and above in Math 65% 2008 - Percent 3 and above in writing 69% 2008 - Percent 3 and above in science 24% 2008 - Percent making learning gains in reading 49% 2008 - Percent making learning gains in math 74% 2008 - Percent Lowest 25% making learning gains in reading 53% 2008 - Percent Lowest 25% making learning gains in math 74% 2009 - Percent 3 and above in reading 29% 2009 - Percent 3 and above in math 63% 2009 - Percent 3 and above in writing 74% 2009 - Percent 3 and above in science 26% 2009 - Percent making learning gains in reading 45% 2009 - Percent making learning gains in math 69% 2009 - Percent Lowest 25% making learning gains in reading 52% 2009 - Percent Lowest 25% making learning gains in math 60% 2010 - Percent 3 and above in reading 39% 2010 - Percent 3 and above in math 68% 2010 - Percent 3 and above in writing 74% 2010 - Percent 3 and above in science 27% 2010 - Percent making learning gains in reading 48% 2010 - Percent making learning gains in math 68% 2010 - Percent Lowest 25% making learning gains in reading 42% 2010 - Percent Lowest 25% making learning gains in math 54% Suncoast Polytechnical High School School Grade: Pending 2013 - Percent 3 and above in reading 86% 2013 - Percent 3 and above in Algebra I EOC 87% 2013 - Percent 3 and above in Geometry EOC 83%

2013 - Percent 3 and above in Biology EOC 96%
2013 - Percent 3.5 and above in Writing 75%
2013 - Percent making learning gains in reading 73%
2013 - Percent making learning gains in math 79%
2013 - Percent Lowest 25% making learning gains in reading 73%
2013 - Percent Lowest 25% making learning gains in math 88%

Classroom Teachers

# of classroom teachers
28

 # receiving effective rating or higher
25, 89%

 # Highly Qualified Teachers
93%

 # certified in-field
, 0%

 # ESOL endorsed
3, 11%

 # reading endorsed
2, 7%

 # with advanced degrees
18, 64%

 # National Board Certified
0, 0%

 # first-year teachers
3, 11%

 # with 1-5 years of experience
9, 32%

 # with 6-14 years of experience
11, 39%

 # with 15 or more years of experience
8, 29%

Education Paraprofessionals

# of paraprofessionals
4

 # Highly Qualified
4, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Data collection is an on-going process throughout the year at SPHS. SPHS utilizes the on-line FAIR to assess and progress monitor students in reading. SPHS utilizes district benchmark assessments three times a year in mathematics and science. The benchmark assessments are provided through a web based program called LEARN. The assessment data is reported to teachers through the THINKGATE website where teachers have the ability to produce drill down reports to address student benchmark deficiencies as well as provide enrichment for accelerated learners. SPHS students also participate in three writing assessments which are graded utilizing the state FCAT 2.0 rubric. SPHS collects discipline data through the AS 400 system
which provides reports based by incident and report codes.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The function of the SPHS Program Manager is to serve as a member while also providing supervision and support of The MTSS Leadership Team and which is facilitated by the SPHS Guidance Counselor, Michael Cellamare. Specific responsibilities of the Program Manager 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 Assistant Director is to provide supervision and support to The MTSS Leadership Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team meets weekly to discuss students that have been identified as having academic, behavioral or attendance concerns. The MTSS Leadership Team collaborates with grade level teams to identify these students. The MTSS Leadership Team utilizes a problem solving process to address and analyze skill deficits and provide a gap analysis. The MTSS Leadership Team then provides actionable support in collaboration with teachers, administrators, school social workers, school psychologists and parents to address student concerns. In addition to grade level teams, the MTSS Leadership Team collaborates with CARE Team representatives and SPHS department chairs.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data collection is an on-going process throughout the year at SPHS. SPHS utilizes the on-line FAIR to assess and progress monitor students in reading. SPHS utilizes district benchmark assessments four times a year in mathematics and science. The benchmark assessments are provided through a web based program called LEARN. The assessment data is reported to teachers through the THINKGATE website where teachers have the ability to produce drill down reports to address student benchmark deficiencies as well as provide enrichment for accelerated learners. SPHS students also participate in three writing assessments which are graded utilizing the state FCAT 2.0 rubric. SPHS collects discipline data through the AS 400 system
which provides reports based by incident and report codes.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Leadership Team have and will continue to attend on-going district supported training. The MTSS Leadership Team then provides training at the school level to all teachers at SPHS during staff, grade level and departmental meetings. SPHS supports MTSS by allocating time for professional development during staff, department and grade level meetings. SPHS also supports the MTSS by providing temporary duty time for teachers to attend appropriate training to enhance and

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Administration and Teachers

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Trenton Terry	Assistant Director
Joseph Bazenas	Program Manager
Claire Fuller	Science Teacher
Wendy Kuhns	CTE Teacher
Nancy Mills	English Teacher
Julie McNellis	Social Studies Teacher
Susan Argentina	CTE Teacher
Sue Gissal	Media Center Specialist

How the school-based LLT functions

The SPHS LLT will meet on a monthly basis to collaboratively plan professional development opportunities that support the major initiatives at SPHS. The LLT will provide the professional development opportunities to the staff at meetings 5 times during the course of the year. The LLT will also conduct 5 different meetings with teachers to assess the staff's implementation of the initiatives. The LLT will utilize staff feedback to adjust and/or alter professional development opportunities provided. The LLT will also review reflections from teachers who have implemented research based literacy strategies in their classrooms.

Major initiatives of the LLT

- Team to promote and support programs that are unique to SPHS
- Teachers and staff to implement literacy strategies for all learners
- Team will promote Common Core State Standards at SPHS

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The SPHS Literacy Leadership Team provides on-going professional development opportunities to staff. The staff has the opportunity to implement a literacy strategy and respond with a reflective journal. The SPHS staff earns professional development credit for participating in the utilization of the strategy and responding reflectively.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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." Final exams in both grades 9 and 10 are designed as project based learning exhibitions. In grade 9 the team-based cross curricular project includes all eight subjects that students take. In grade 10, the Exhibition Project is CTE based and includes business leaders as judges for their projects. Teams have 6 minutes to present their project and 8 minutes to defend their work with like-career business and community leaders. Throug these Exhibition projects, students have the opportunity to see the relationships between subjects and also the relevance to theri future career opportunities and choices.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students continue their middle school career exploration in grade 9 through their Introduction to Informational Technology and Applied Communications courses. Students explore the various career clusters and visit the Sarasota County Technical Institute (SCTI) located on the same campus to explore career areas of interest. The students also develop a resume during the 9th grade year. In grade 10, all students select a course in their career cluster. Students can choose from one of two signature programs, Project Lead the Way (PLTW) Biomedical Sciences and Animations/Gaming/Simulation. Their 10th grade experience includes a full day job shadow at a local business that has a pre and post application process that assists our students in career planning. In grades 11 and 12, SPHS students spend half of their school day enrolled in a Career and Technical Education courses through Sarasota County Technical Institute.

Strategies for improving student readiness for the public postsecondary level

SPHS graduated its first class of students in June of 2012. SPHS does not have any data available to analyze. Weekly Academic Seminar classes are structured for both grades 11 and 12 with post secondary readiness workshops presented by SPHS counselors.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	86%	Yes	82%
American Indian				
Asian		100%		
Black/African American	68%		No	71%
Hispanic	76%	79%	Yes	78%
White	82%	88%	Yes	84%
English language learners				
Students with disabilities	84%	88%	Yes	86%
Economically disadvantaged	72%	77%	Yes	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	31%	35%
Students scoring at or above Achievement Level 4	145	55%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	193	73%	77%
Students in lowest 25% making learning gains (FCAT 2.0)	48	73%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		63%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	49	34%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	93	75%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	85%	Yes	84%
American Indian				
Asian		83%		
Black/African American		75%		
Hispanic	88%	82%	No	90%
White	79%	87%	Yes	81%
English language learners				
Students with disabilities	86%	88%	Yes	87%
Economically disadvantaged	78%	80%	Yes	81%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		79%	81%
Students in lowest 25% making learning gains (EOC)		88%	90%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	49	34%	35%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	60%	62%
Students scoring at or above Achievement Level 4	25	25%	27%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	37%	39%
Students scoring at or above Achievement Level 4	60	46%	47%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	43%	44%
Students scoring at or above Achievement Level 4	59	53%	54%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses	87	18%	18%
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	131	27%	27%
CTE-STEM program concentrators	37		37
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	349	71%	73%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	94	27%	31%
Completion rate (%) for CTE students enrolled in *accelerated* courses		59%	63%
Students taking CTE industry certification exams	55	16%	20%
Passing rate (%) for students who take CTE industry certification exams		100%	100%
CTE program concentrators	8	14%	18%
CTE teachers holding appropriate industry certifications	1	33%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	39	8%	7%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	11	8%	7%
Students with grade point average less than 2.0	40	8%	7%
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	25	5%	4%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	17	3%	3%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	127	90%	92%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0		
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0		

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

SPHS will host monthly Booster Meetings to provide training for parents specific to needs of their students. SPHS will also distribute a monthly newsletter from the volunteer coordinator and the SPHS administration will post a weekly blog update on the school website.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
80% of SPHS families will attend at least one Booster Meeting throughout the school year to include orientation and registration.			80%

Goals Summary

G1. The SPHS progress monitoring team will meet on a monthly basis to organize effective administration of a variety of assessments. This team will also review and report scores to staff members and grade level teams to increase student achievement.

G2. LLT will train staff on PD days with a focus on Common Core (higher-level reading and thinking strategies), such as the basics of rhetoric, SOAPSTone, situation analysis, and close reads.

G3. SPHS Biology students will access honors curriculum which will offer a deeper analysis and application of course benchmarks.

G4. SPHS will post weekly to the "Principal's Blog" on the SPHS website to inform parents of opportunities available at SPHS. SPHS will conduct monthly Booster meetings to provide information to parents and increase communication.

G5. SPHS students enrolling in CTE courses will be required to take Industry Certification exams aligned with their curriculum.

G6. The Suncoast Polytechnical High School "Renegade after School Math Support Clinic" Teacher volunteers will work and support students after school with a myriad of academic, enrichment, and remedial strategies to support students.

G7. SPHS will pursue 5 Star School status for the 2013 - 2014 school year.

G8. Language Arts Department chair, 9th and 10th Grade Language Arts teachers, and other content area teachers will attend Common Core training with district professional development staff.

G9. Provide students with opportunities to produce formal informational writing examples in various content areas, including one narrative piece, one formal research piece, and one evaluative/ argumentative piece

Goals Detail

G1. The SPHS progress monitoring team will meet on a monthly basis to organize effective administration of a variety of assessments. This team will also review and report scores to staff members and grade level teams to increase student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Fair
- District Writing Assessments
- District Benchmark Assessments
- Teacher formative assessments
- Teacher summative assessments
- SAT/ACT/PSAT Results
- Technology

Targeted Barriers to Achieving the Goal

- Time for teachers to grade assessments that are not computer generated.
- Time for teachers to collaborate

Plan to Monitor Progress Toward the Goal

Progress monitoring team meetings

Person or Persons Responsible
Identified staff members

Target Dates or Schedule:
Monthly

Evidence of Completion:
Staff Roster verification

G2. LLT will train staff on PD days with a focus on Common Core (higher-level reading and thinking strategies), such as the basics of rhetoric, SOAPSTone, situation analysis, and close reads.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

Resources Available to Support the Goal
- Teacher formative assessments.

Targeted Barriers to Achieving the Goal
- Appropriate professional development for all staff. Appropriate support for all staff during implementation

Plan to Monitor Progress Toward the Goal

SPHS progress monitoring team will meet to analyze data after benchmark assessments. The data will then be utilized with individual teachers and as a staff.

Person or Persons Responsible
SPHS test coordinator, SPHS administration and SPHS teachers.

Target Dates or Schedule:
Quarterly after benchmark assessments are given

Evidence of Completion:
Progress monitoring meeting notes

G3. SPHS Biology students will access honors curriculum which will offer a deeper analysis and application of course benchmarks.

Targets Supported
- Science - Biology 1 EOC

Resources Available to Support the Goal
- Biology Honors Textbooks

- Differentiated Instruction Training or Professional Development

Targeted Barriers to Achieving the Goal
- Differentiated Instruction Trainer and training schedule

Plan to Monitor Progress Toward the Goal

Biology benchmark assessment data will be analyzed and reviewed by SPHS test coordinator,SPHS administration and SPHS Biology teachers.

Person or Persons Responsible
SPHS Administrators

Target Dates or Schedule:
Quarterly after completion of benchmark assessments

Evidence of Completion:
Progress monitoring meeting notes

G4. SPHS will post weekly to the "Principal's Blog" on the SPHS website to inform parents of opportunities available at SPHS. SPHS will conduct monthly Booster meetings to provide information to parents and increase communication.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Staff to conduct booster meetings
- Time to plan for booster meetings
- Classrooms and technology for booster meetings

Targeted Barriers to Achieving the Goal
- No barriers to implementation

Plan to Monitor Progress Toward the Goal

SPHS will collect Booster Meeting attendance data to monitor progress towards goal. SPHS will collect Blog Posts to monitor progress towards goal.

Person or Persons Responsible
SPHS Volunteer Coordinator and SPHS Administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Blog Posts and Volunteer Hours reported to PALS.

G5. SPHS students enrolling in CTE courses will be required to take Industry Certification exams aligned with their curriculum.

Targets Supported
- STEM - High School
- CTE

Resources Available to Support the Goal
- Industry Certification Test Preparation Materials
- Software and Hardware to support industry certification exams

Targeted Barriers to Achieving the Goal
- Funding for Industry Certification Test Preparation Materials
- Instructor Certification

Plan to Monitor Progress Toward the Goal

Student Industry Certification results.

Person or Persons Responsible
SPHS CTE Instructors and SPHS Adminitrators

Target Dates or Schedule:
On-Going throughout the 2013-2014 School Year

Evidence of Completion:
Industry Certification Test results

G6. The Suncoast Polytechnical High School "Renegade after School Math Support Clinic" Teacher volunteers will work and support students after school with a myriad of academic, enrichment, and remedial strategies to support students.

Targets Supported
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- Perssonel

Targeted Barriers to Achieving the Goal
- Instructor Time

Plan to Monitor Progress Toward the Goal

SPHS benchmark assessment data and teacher tests.

Person or Persons Responsible
SPHS Mathematics department teachers and SPHS Administration

Target Dates or Schedule:
Quarterly during the 2013 - 2014 School Year

Evidence of Completion:
Benchmark assessment data

G7. SPHS will pursue 5 Star School status for the 2013 - 2014 school year.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- Time

- Personnel Support

- Parent Support

- District Support

Targeted Barriers to Achieving the Goal
- Data Collection

Plan to Monitor Progress Toward the Goal

5 Star School Recognition Data

Person or Persons Responsible
SPHS 5 Star School coordinator

Target Dates or Schedule:
On-going throughout the year

Evidence of Completion:
5 Star School Award

G8. Language Arts Department chair, 9th and 10th Grade Language Arts teachers, and other content area teachers will attend Common Core training with district professional development staff.

Targets Supported
- Writing

Resources Available to Support the Goal
- 1) District Writing Prompts 2) District Staff for Professional Development 3) Time for training

Targeted Barriers to Achieving the Goal
- Time allocation for teacher training implementation prior to FCAT writes 2.0

Plan to Monitor Progress Toward the Goal

9th and 10th Grade District Writing Assessment Results

Person or Persons Responsible
Assistant Director and Program Manager

Target Dates or Schedule:
On-Going

Evidence of Completion:
Score from 9th and 10th Grade District Writing Assessment Results

G9. Provide students with opportunities to produce formal informational writing examples in various content areas, including one narrative piece, one formal research piece, and one evaluative/argumentative piece

Targets Supported
- Writing

Resources Available to Support the Goal
- Teacher administered writing samples

Targeted Barriers to Achieving the Goal
- None

Plan to Monitor Progress Toward the Goal

Teacher created prompts and assignments

Person or Persons Responsible
Assistant Director, Program Manager and Teachers

Target Dates or Schedule:
On-Going

Evidence of Completion:
Student samples

Action Plan for Improvement

Problem Solving Key

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

G1. The SPHS progress monitoring team will meet on a monthly basis to organize effective administration of a variety of assessments. This team will also review and report scores to staff members and grade level teams to increase student achievement.

G1.B1 Time for teachers to grade assessments that are not computer generated.

G1.B1.S1 Utilize and train volunteers (former teachers) to grade assessments

Action Step 1

Identification and Training of teachers and volunteers to grade assessments. After identifying volunteers who may be interested, SPHS staff will provide training to the volunteers that specifically provides an opportunity to assess student work appropriately dependent upon content area.

Person or Persons Responsible

SPHS teachers, SPHS administrators

Target Dates or Schedule

On-Going throughout the year

Evidence of Completion

Roster verification of training

Facilitator:

SPHS Teacher Leaders

Participants:

SPHS Staff and identified volunteers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

SPHS will monitor the training of select staff members through the district PDS website. SPHS will monitor the training of the volunteers by verifying attendance.

Person or Persons Responsible

SPHS Teachers, SPHS Administrators

Target Dates or Schedule

On-Going

Evidence of Completion

Training roster verification

Plan to Monitor Effectiveness of G1.B1.S1

Three Benchmark Assessments in: Biology, Algebra I, Geometry. Three administrations of the FAIR and three administrations of the district writing assessment.

Person or Persons Responsible

SPHS Testing Coordinator, SPHS teachers and SPHS Administration

Target Dates or Schedule

Upon Completion of Benchmark Assessment

Evidence of Completion

Benchmark assessment scores

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. LLT will train staff on PD days with a focus on Common Core (higher-level reading and thinking strategies), such as the basics of rhetoric, SOAPSTone, situation analysis, and close reads.

G2.B1 Appropriate professional development for all staff. Appropriate support for all staff during implementation

G2.B1.S1 Utilize district support staff and curriculum specialists to identify appropriate training for staff.

Action Step 1

Contact district support staff and/or curriculum specialists

Person or Persons Responsible

SPHS Administration

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Planned training sessions

Facilitator:

Literacy Leadership Team members and selected district curriculum specialists

Participants:

SPHS Staff

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Monitor PDS website for available staff development and monitor registration of SPHS staff

Person or Persons Responsible

SPHS PDS coordinator

Target Dates or Schedule

Quarterly on Professional Days

Evidence of Completion

PDS roster verification

Plan to Monitor Effectiveness of G2.B1.S1

SPHS will collect data from three writing assessments, two administrations of the Florida Assessment for Instruction in Reading, three administrations of the Biology Benchmark Assessment.

Person or Persons Responsible

SPHS test coordinator and SPHS administration will collect and monitor the data with SPHS teachers.

Target Dates or Schedule

On-going quarterly basis

Evidence of Completion

Benchmark assessment results and progress monitoring meeting notes.

G3. SPHS Biology students will access honors curriculum which will offer a deeper analysis and application of course benchmarks.

G3.B1 Differentiated Instruction Trainer and training schedule

G3.B1.S1 Collaborate with district curriculum specialists to identify specific professional development opportunities for staff.

Action Step 1

Contact district curriculum specialist to identify appropriate resources available to teachers through the school district and also applicable resources available to teachers through web based opportunities or through third party professional development.

Person or Persons Responsible

Science Department Chair, SPHS Administration

Target Dates or Schedule

Quarterly professional days

Evidence of Completion

PDS registration

Facilitator:

Identified district staff members

Participants:

Biology teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Evidence of PDS registration

Person or Persons Responsible

PDS Coordinator

Target Dates or Schedule

Quarterly on Professional Days

Evidence of Completion

PDS registration and verified attendance at professional development or training sessions

Plan to Monitor Effectiveness of G3.B1.S1

Biology Benchmark assessments given on a quarterly basis

Person or Persons Responsible

SPHS Test coordinator, SPHS administration and SPHS Biology teachers

Target Dates or Schedule

Quarterly after benchmark assessments

Evidence of Completion

Progress Monitoring meeting notes

G4. SPHS will post weekly to the "Principal's Blog" on the SPHS website to inform parents of opportunities available at SPHS. SPHS will conduct monthly Booster meetings to provide information to parents and increase communication.

G4.B1 No barriers to implementation

G4.B1.S1 Not Applicable

Action Step 1

Write a weekly blog post and make available through the school website. Schedule necessary staff members to conduct booster meeting sessions.

Person or Persons Responsible

SPHS Administration

Target Dates or Schedule

August (Pre-Planning) for booster meeting schedule and on-going for the blog post.

Evidence of Completion

Booster meeting schedule

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Not Applicable

Person or Persons Responsible

Not Applicable

Target Dates or Schedule

Not Applicable

Evidence of Completion

Not Applicable

Plan to Monitor Effectiveness of G4.B1.S1

Not Applicable

Person or Persons Responsible

Not Applicable

Target Dates or Schedule

Not Applicable

Evidence of Completion

Not Applicable

G5. SPHS students enrolling in CTE courses will be required to take Industry Certification exams aligned with their curriculum.

G5.B1 Funding for Industry Certification Test Preparation Materials

G5.B1.S1 Seek funding sources via a grant or fiscal resources from district CTE department

Action Step 1

Schedule meetings with district staff and CTE teachers to discuss necessary resources for funding and implementation of plan

Person or Persons Responsible

Assistant Director SPHS. Assistant Director CTE, Curriculum Specialists and CTE department

Target Dates or Schedule

On-going throughout school year

Evidence of Completion

Teacher industry certification

Facilitator:

Sheri Rizi

Participants:

CTE Department

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Quarterly meetings with CTE department and Assistant Director at SPHS to provide updates on training and testing requirements

Person or Persons Responsible

Assistant Director SPHS and CTE Department

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Industry Certification

Plan to Monitor Effectiveness of G5.B1.S1

Data from teacher industry certification tests will be utilized

Person or Persons Responsible

CTE teachers and SPHS Assistant Director will monitor the data

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Industry Certification Credential

G5.B3 Instructor Certification

G5.B3.S1 Provide opportunity for instructors to focus on industry certification test preparation during professional days.

Action Step 1

CTE Instructors will be encouraged to seek appropriate industry certification credentials through their Individual Professional Development Plans.

Person or Persons Responsible

SPHS CTE Instructors

Target Dates or Schedule

On-Going throughout the school year.

Evidence of Completion

Industry Certification

Facilitator:

District Curriculum Specialists

Participants:

CTE Instructors in need of certification

Plan to Monitor Fidelity of Implementation of G5.B3.S1

CTE teachers and SPHS administrators will meet during the mid-year review of the Individual Professional Development Plan and complete the process at the end of the year review.

Person or Persons Responsible

CTE Instructors and SPHS Administrators

Target Dates or Schedule

On-Going. Mid-Year Review

Evidence of Completion

Instructor Industry Certification

Plan to Monitor Effectiveness of G5.B3.S1

Student industry certification results will be monitored for effectiveness of implementation

Person or Persons Responsible

SPHS CTE Instructors and SPHS Administration

Target Dates or Schedule

On-Going

Evidence of Completion

Industry Certification results

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. The Suncoast Polytechnical High School "Renegade after School Math Support Clinic" Teacher volunteers will work and support students after school with a myriad of academic, enrichment, and remedial strategies to support students.

G6.B1 Instructor Time

G6.B1.S1 Provide specific time limits for student access to teachers

Action Step 1

SPHS will publish dates and times of specific after school sessions and provide these to students via the morning announcements. SPHS will also post the hours on television screens in the cafeteria.

Person or Persons Responsible

SPHS Mathematics Department Chair and SPHS Guidance Secretary

Target Dates or Schedule

On-going on a weekly basis throughout the 2013 - 2014 school year.

Evidence of Completion

SPHS will analyze student sign in information to assess how many students attend and how long the students participate in the math support clinic.

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Student attendance rosters and sign in sheets will collected and analyzed. Weekly announcements will be posted and reviewed.

Person or Persons Responsible

SPHS Mathematics Department Chair, SPHS Administration and SPHS Guidance Secretary

Target Dates or Schedule

Weekly throughout the year.

Evidence of Completion

Student attendance roster verification and weekly announcements

Plan to Monitor Effectiveness of G6.B1.S1

Progress monitoring and benchmark assessments

Person or Persons Responsible

SPHS Mathematics department chair and SPHS Administration

Target Dates or Schedule

Quarterly throughout the school year.

Evidence of Completion

Benchmark assessment data

G7. SPHS will pursue 5 Star School status for the 2013 - 2014 school year.

G7.B2 Data Collection

G7.B2.S1 Utilize SPHS Volunteer Coordinator to assist in monitoring of data collection.

Action Step 1

School District Staff members will provide training to volunteer coordinator, SAC Chairperson and 5 Star School Coordinator. The 5 Star School Coordinator will be responsible for collecting necessary data from school personnel.

Person or Persons Responsible

5 Star School Coordinator and SPHS Administration

Target Dates or Schedule

On-Going throughout the 2013 - 2014 School Year.

Evidence of Completion

5 Star School Recognition

Plan to Monitor Fidelity of Implementation of G7.B2.S1

SPHS will monitor documents submitted pertaining to the 5 Star School application. This may include agendas from specific meetings, certificates of completion for specific training and/or other related forms of documentation.

Person or Persons Responsible

SPHS 5 Star School Coordinator and SPHS Administration

Target Dates or Schedule

On-going throughout the school year.

Evidence of Completion

5 Star School Recognition

Plan to Monitor Effectiveness of G7.B2.S1

5 Star School Recognition Data will be collected

Person or Persons Responsible

SPHS 5 Star School Coordinator and SPHS Administration

Target Dates or Schedule

On-going through 2013 - 2014 School Year.

Evidence of Completion

5 Star School Award recognition

G8. Language Arts Department chair, 9th and 10th Grade Language Arts teachers, and other content area teachers will attend Common Core training with district professional development staff.

G8.B1 Time allocation for teacher training implementation prior to FCAT writes 2.0

G8.B1.S1 1) Analyze current utilization of collaborative planning time 2) Effectively plan professional day activities

Action Step 1

Professional Development

Person or Persons Responsible

Assistant Director and Program Manager

Target Dates or Schedule

On-Going

Evidence of Completion

Professional Development attendance

Facilitator:

Patti Brustad

Participants:

English/Language Arts Department

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Professional Development training/workshops

Person or Persons Responsible

Assistant Director and Program Manager

Target Dates or Schedule

On-going

Evidence of Completion

Professional Development Records

Plan to Monitor Effectiveness of G8.B1.S1

Professional Day Acitivities

Person or Persons Responsible

Assistant Director and Program Manager

Target Dates or Schedule

On-Going

Evidence of Completion

Professional Development records

G9. Provide students with opportunities to produce formal informational writing examples in various content areas, including one narrative piece, one formal research piece, and one evaluative/argumentative piece

G9.B1 None

G9.B1.S1 NA

Action Step 1

NA

Person or Persons Responsible

NA

Target Dates or Schedule

NA

Evidence of Completion

NA

Plan to Monitor Fidelity of Implementation of G9.B1.S1

NA

Person or Persons Responsible

NA

Target Dates or Schedule

NA

Evidence of Completion

NA

Plan to Monitor Effectiveness of G9.B1.S1

NA

Person or Persons Responsible

NA

Target Dates or Schedule

NA

Evidence of Completion

NA

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. The SPHS progress monitoring team will meet on a monthly basis to organize effective administration of a variety of assessments. This team will also review and report scores to staff members and grade level teams to increase student achievement.

G1.B1 Time for teachers to grade assessments that are not computer generated.

G1.B1.S1 Utilize and train volunteers (former teachers) to grade assessments

PD Opportunity 1

Identification and Training of teachers and volunteers to grade assessments. After identifying volunteers who may be interested, SPHS staff will provide training to the volunteers that specifically provides an opportunity to assess student work appropriately dependent upon content area.

Facilitator

SPHS Teacher Leaders

Participants

SPHS Staff and identified volunteers

Target Dates or Schedule

On-Going throughout the year

Evidence of Completion

Roster verification of training

G2. LLT will train staff on PD days with a focus on Common Core (higher-level reading and thinking strategies), such as the basics of rhetoric, SOAPSTone, situation analysis, and close reads.

G2.B1 Appropriate professional development for all staff. Appropriate support for all staff during implementation

G2.B1.S1 Utilize district support staff and curriculum specialists to identify appropriate training for staff.

PD Opportunity 1

Contact district support staff and/or curriculum specialists

Facilitator

Literacy Leadership Team members and selected district curriculum specialists

Participants

SPHS Staff

Target Dates or Schedule

August 2013 - May 2014

Evidence of Completion

Planned training sessions

G3. SPHS Biology students will access honors curriculum which will offer a deeper analysis and application of course benchmarks.

G3.B1 Differentiated Instruction Trainer and training schedule

G3.B1.S1 Collaborate with district curriculum specialists to identify specific professional development opportunities for staff.

PD Opportunity 1

Contact district curriculum specialist to identify appropriate resources available to teachers through the school district and also applicable resources available to teachers through web based opportunities or through third party professional development.

Facilitator

Identified district staff members

Participants

Biology teachers

Target Dates or Schedule

Quarterly professional days

Evidence of Completion

PDS registration

G5. SPHS students enrolling in CTE courses will be required to take Industry Certification exams aligned with their curriculum.

G5.B1 Funding for Industry Certification Test Preparation Materials

G5.B1.S1 Seek funding sources via a grant or fiscal resources from district CTE department

PD Opportunity 1

Schedule meetings with district staff and CTE teachers to discuss necessary resources for funding and implementation of plan

Facilitator

Sheri Rizi

Participants

CTE Department

Target Dates or Schedule

On-going throughout school year

Evidence of Completion

Teacher industry certification

G5.B3 Instructor Certification

G5.B3.S1 Provide opportunity for instructors to focus on industry certification test preparation during professional days.

PD Opportunity 1

CTE Instructors will be encouraged to seek appropriate industry certification credentials through their Individual Professional Development Plans.

Facilitator

District Curriculum Specialists

Participants

CTE Instructors in need of certification

Target Dates or Schedule

On-Going throughout the school year.

Evidence of Completion

Industry Certification

G8. Language Arts Department chair, 9th and 10th Grade Language Arts teachers, and other content area teachers will attend Common Core training with district professional development staff.

G8.B1 Time allocation for teacher training implementation prior to FCAT writes 2.0

G8.B1.S1 1) Analyze current utilization of collaborative planning time 2) Effectively plan professional day activities

PD Opportunity 1

Professional Development

Facilitator

Patti Brustad

Participants

English/Language Arts Department

Target Dates or Schedule

On-Going

Evidence of Completion

Professional Development attendance

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G2.	LLT will train staff on PD days with a focus on Common Core (higher-level reading and thinking strategies), such as the basics of rhetoric, SOAPSTone, situation analysis, and close reads.	$1
G3.	SPHS Biology students will access honors curriculum which will offer a deeper analysis and application of course benchmarks.	$1,500
G5.	SPHS students enrolling in CTE courses will be required to take Industry Certification exams aligned with their curriculum.	$1,000
G8.	Language Arts Department chair, 9th and 10th Grade Language Arts teachers, and other content area teachers will attend Common Core training with district professional development staff.	$1,000
	Total	$3,501

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title II	$1,000	$1,500	$2,500
Grant Funded	$1	$0	$1
	$0	$0	$0
District CTE Department	$1,000	$0	$1,000
Total	$2,001	$1,500	$3,501

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G2. LLT will train staff on PD days with a focus on Common Core (higher-level reading and thinking strategies), such as the basics of rhetoric, SOAPSTone, situation analysis, and close reads.

G2.B1 Appropriate professional development for all staff. Appropriate support for all staff during implementation

G2.B1.S1 Utilize district support staff and curriculum specialists to identify appropriate training for staff.

Action Step 1

Contact district support staff and/or curriculum specialists

Resource Type

Professional Development

Resource

The SPHS Literacy Leadership Team will conduct two days of summer training to plan literacy initiatives specific to the school. The team will also attend the Florida Reading Association Conference and provide training to staff based on the information presented at the conference.

Funding Source

Grant Funded

Amount Needed

$1

G3. SPHS Biology students will access honors curriculum which will offer a deeper analysis and application of course benchmarks.

G3.B1 Differentiated Instruction Trainer and training schedule

G3.B1.S1 Collaborate with district curriculum specialists to identify specific professional development opportunities for staff.

Action Step 1

Contact district curriculum specialist to identify appropriate resources available to teachers through the school district and also applicable resources available to teachers through web based opportunities or through third party professional development.

Resource Type

Evidence-Based Program

Resource

A member of the science department at SPHS will participate in Differentiated Instruction training with Jesica Hockett. Another member of the SPHS staff will attend the Florida Biology Teachers Association training.

Funding Source

Title II

Amount Needed

$1,500

G5. SPHS students enrolling in CTE courses will be required to take Industry Certification exams aligned with their curriculum.

G5.B1 Funding for Industry Certification Test Preparation Materials

G5.B1.S1 Seek funding sources via a grant or fiscal resources from district CTE department

Action Step 1

Schedule meetings with district staff and CTE teachers to discuss necessary resources for funding and implementation of plan

Resource Type

Professional Development

Resource

Test preparation materials will be needed and vouchers for exams will also be needed.

Funding Source

District CTE Department

Amount Needed

$1,000

G5.B3 Instructor Certification

G5.B3.S1 Provide opportunity for instructors to focus on industry certification test preparation during professional days.

Action Step 1

CTE Instructors will be encouraged to seek appropriate industry certification credentials through their Individual Professional Development Plans.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G8. Language Arts Department chair, 9th and 10th Grade Language Arts teachers, and other content area teachers will attend Common Core training with district professional development staff.

G8.B1 Time allocation for teacher training implementation prior to FCAT writes 2.0

G8.B1.S1 1) Analyze current utilization of collaborative planning time 2) Effectively plan professional day activities

Action Step 1

Professional Development

Resource Type

Professional Development

Resource

Collaborative Planning time

Funding Source

Title II

Amount Needed

$1,000