

Sarasota County Schools

Suncoast Polytechnical High School



2017-18 Schoolwide Improvement Plan

Suncoast Polytechnical High School

4650 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net/suncoastpolytechnical

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	42%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 is pending approval by the Sarasota County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	27
Appendix 1: Implementation Timeline	47
Appendix 2: Professional Development and Technical Assistance Outlines	50
Professional Development Opportunities	50
Technical Assistance Items	59
Appendix 3: Budget to Support Goals	59

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Suncoast Polytechnical High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

Students at SPHS are required to apply to enter our magnet school which combines a unique opportunity for Career and Technical Education with rigorous, college preparation course work. 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. All students are exposed to career and technical educational pathways. They have the opportunity to choose a course of study which allows instructors to build relationships in core content area classes and also provides opportunities for Career and Technical Education teachers to establish positive relationships based on similar interests. SPHS also utilizes flexible scheduling to include a Seminar class in each student's schedule. This an advisory period once a week which allows teachers to address various grade level topics to ensure student success, provide student interventions, and include character education to create a positive culture and learning environment for all students.

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

Each morning at Suncoast Polytechnical High School begins with character education as highlighted in the morning announcements.

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 offers students a variety of opportunities to participate in clubs that meet after school. Students can select from one of over a dozen clubs to become active in and around the school and community. These clubs include homework assistance, math lab, and multiple other extra-curricular activities.

Suncoast Polytechnical High School has a comprehensive School Site Safety Plan and ensures that both staff and students participate in mandatory evacuation and safety drills throughout the school year.

Suncoast Polytechnical High School has one main building and students utilize swipe and picture ID

cards to enter the building.

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.

c. 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. This year administration will be working with teachers to revise and reinforce explicit expectations for school wide positive behavior. Currently, 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. Administration will continue work with teacher to enhance student recognition for positive behavior and student achievement.

d. 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 utilizing our two guidance counselors and this year's new position of Career Advisor to provide services for all SPHS students. Administration starts each morning announcements with "Words of Wisdom" character education quotes to help lead, model, and support our school wide expectations. 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 as part of tiered interventions. and progress monitoring for students to be successful behaviorally and academically. SPHS also has created a Teacher Advisory Period/Seminar that meets on a weekly basis. Freshmen and Sophomores meet once a week for 60 minutes, Juniors and Seniors meet for 30 minutes. The Advisory/Seminar time period allows teachers to connect with a small group of students once a week. Grade Level Team Leaders work with administrators and fellow teachers providing interventions on a variety of topics including time management, study skills, communication, organization, and problem solving in order to ensure student academic success. SPHS also has access to school social workers, psychologists and community organizations for students with increased needs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 School Wide Support Team identifies students at risk academically or behaviorally, including attendance. 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 success, making adjustments as necessary.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	18	26	22	22	88
One or more suspensions	0	0	0	0	0	0	0	0	0	12	5	5	1	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	17	10	17	0	44
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	5	5	0	0	10

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	9	7	6	0	22

c. 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 provides daily interventions including homework assistance after school daily and a math lab for students struggling in mathematics and offers all 9th grade students an additional ELA class in the form of Applied Communications. 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. In addition, interventions and accommodations are provided and monitored closely for all students with Individual Education Plans and 504 Plans.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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. SPHS also provides an automated phone call to parents of students who were absent during the school day.

2. 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 is currently working to expand learning opportunities for students in the community through internship/externship programs. SPHS has designated an internship/externship program coordinator and has a designated time for the teacher to meet with students. This year we have added a new Career Advisor position to our staff which will help to develop additional internship / externship opportunities and career advisory.

SPHS 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 will be working with new Career Advisor and Internship/Externship Coordinator to identify and enhance Business Partnerships. SPHS is also fortunate to have an active Booster Board and School Advisory Council. Members of each of these stakeholder groups actively seek 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.

SPHS will work in conjunction with the Microsoft Store at University Town Center to host an evening for our parents and students. Parents will be provided opportunities for training on Surface Technology to include One Note and Office 365 while their students will have the opportunity to participate in Virtual Reality games.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Turgeon, Jack	Principal
Bazenas, Joe	Assistant Principal

b. Duties

1. 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 instructional leadership, professional development, teacher resources, supervision, and support to provide a positive learning environment at Suncoast Polytechnical High School. The Suncoast Polytechnical High School administrative team works collaboratively with the guidance department to provide support to all instructional programs to ensure student and teacher success.

SPHS administrative leadership team also works collaboratively with 5 department chairs to provide instructional leadership and professional development to implement district and state initiatives. In addition, SPHS administration works collaboratively with 4 grade level team leaders regarding school wide operations, grade level advisory/seminar topics, and interventions. SPHS administration meets monthly with these leadership teams to facilitate and implement continuous improvement plan.

The two administrators share the responsibility of instructional leadership and lead professional development for all staff. In addition to professional development support both administrators commit to observing teachers multiple times throughout the year and conducting at least two face to face meetings to provide feedback and support. The SPHS administration is committed to providing a collaborative leadership style to empower staff to facilitate a growth mindset for professional development with research based best practices for teaching and learning.

The SPHS Assistant Principal serves as a member of The School Wide Support Team which is facilitated by the SPHS Guidance Department and supported by the Principal. 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.

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.

2. 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 prior to the start of the school year to analyze student achievement data in order to create a strategic plan which is the Continuous Improvement Model to enhance student achievement. The SPHS Administrative team coordinates with teachers, staff, and district support staff to develop a strategic plan to implement based upon student achievement data, needs assessment, professional development, and resources/support needed. The SPHS leadership team meets monthly throughout the school year to progress monitor the strategic plan and make adjustments if needed. In second quarter of the school year the SPHS leadership team meets with teachers, guidance counselors, and district 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 has a unique block schedule and CTE programs connected with Suncoast Technical College which has its challenges in the process of creating a master schedule that meets a variety of student needs. 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. SPHS students receive a Surface 3 Tablet to enhance learning opportunities in their academic and CTE coursework.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Shari Hiler	Parent
Julianne McNellis	Teacher
Susan Odell	Education Support Employee
Gina Rogers	Parent
Alyssa Hannold	Student
Myra Johnson	Student
CeCe Davidson	Student
Sebastian Gomez	Student
Angi Watson	Business/Community
Gina Rogers	Parent
Jack Turgeon	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. Development of this school improvement plan

SPHS conducted the first SAC meeting of the year on October 9th 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.

c. 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.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Turgeon, Jack	Principal
Fuller, Claire	Teacher, K-12
LaPorte, Staci	Teacher, K-12
McNellis, Julianne	Teacher, K-12
Disz, Tim	Teacher, K-12
Ferris, Melanie	Teacher, K-12
Finger, Russell	Teacher, K-12
Bellon, Ricardo	Teacher, K-12
Kuhns, Wendy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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. Although, with block scheduling common planning time for content areas is a challenge and most cases can't be provided. Therefore, we must be creative and flexiblewith PLC and PD opportunities throughout the school year.

2. 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

3. 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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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. Seminar/ Advisory time built into the schedule allows teachers to provide interventions and remediation to students.

2. 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

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: 1,080

Science Fair

Strategy Rationale

SPHS student are provided with the opportunity to participate in the Science Fair where they must apply Scientific Theory, Conduct Research, Test Results and Write Lab Reports.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fuller, Claire, claire.fuller@sarasotacountyschools.net

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

Science Fair Participation and Science Fair Results

Strategy: After School Program

Minutes added to school year: 1,080

STEM Smart Student Summit

Strategy Rationale

Students are provided with the opportunity to enhance their learning by participating in activities that are aligned with Science, Technology, Engineering and Mathematics related occupational fields. This enhances and enriches the students daily experience in their career academy of choice by providing them with additional opportunities not specifically entrenched in their daily classroom routines.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fuller, Claire, claire.fuller@sarasotacountyschools.net

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

Industry Certification Data, Student Participation Data, Student Competition Data

Strategy: After School Program

Minutes added to school year: 3,600

Technology Student Association

Strategy Rationale

TSA provides enrichment opportunities for students in STEM related fields.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kuhns, Wendy, wendy.kuhns@sarasotacountyschools.net

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

Industry Certification and FSA data.

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

Kuhns, Wendy, wendy.kuhns@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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 the opportunity to take the Post Secondary Education Readiness Test (PERT) along with the ACT and SAT. SPHS guidance counselors 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.

b. College and Career Readiness

1. 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 seven career academies: Health Sciences (Practical Nursing), Health Sciences (EMT/Fire Fighter), Digital Video Technologies, Business Technologies, Power Equipment 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, Human Geography, World History, Psychology, Portfolio 1 and Portfolio 2. Students at SPHS students have access to dual enrollment courses through articulation agreements with the State College of Florida and the University of South Florida-Sarasota/Manatee.

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.

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

The curricular design for 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 seven career academies, Health Sciences (Practical Nursing), Health Sciences (EMT/Fire), Applied Engineering/ Robotics, Digital Video Technologies, Business Technologies, Power Equipment 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 Suncoast Technical College. Each SPHS student must take four credits per year in a Career and Technical Education program during their first two years and the equivalent of eight more Career and Technical Education during their final two years as apart of our magnet school. 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.

3. 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 even career academies, Health Sciences (Practical Nursing), Health Sciences (EMT/Fire), Applied Engineering/Robotics, Digital Video Technologies, Business Technologies, Power Equipment Technologies, and the SPHS signature program Animations/Gaming/Simulation. Each career academy cohort consists of no more than 25 students. The students share common core content area teachers and the teachers are teamed with Career and Technical Education teachers.

4. 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 100 hours of community service to align with maximum levels of Bright Futures Scholarships. In addition to four years of mathematics and science, SPHS offers students Advanced Placement courses beginning in their freshman year where AP Human Geography is offered. In addition to AP Human Geography, SPHS provides AP courses to students in: Language, Literature, Calculus, World History, Psychology 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Not Required

B. 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.

Not Required

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2018, students will maintain present levels of performance on the Biology EOC when more than 90% demonstrate proficiency.
- G2.** By the year 2018, students will maintain present levels of performance on the US History EOC when more than 90% demonstrate proficiency.
- G3.** By the year 2018, there will be a 2% minimum increase on the FSA Geometry test for all students when less than 90% and more than 70% demonstrate proficiency.
- G4.** By the year 2018, 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 2018, 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.

Strategic Goals Detail

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

G1. By the year 2018, students will maintain present levels of performance on the Biology EOC when more than 90% demonstrate proficiency. 1a

G097358

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	96.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Benchmark Data

Person Responsible

Nina Henderson

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Benchmark Data

G2. By the year 2018, students will maintain present levels of performance on the US History EOC when more than 90% demonstrate proficiency. 1a

G097359

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	94.0

Targeted Barriers to Achieving the Goal 3

- Lack of opportunity for Collaborative planning (2 US History Teachers On Campus)

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Progress Monitoring Data will be utilized

Person Responsible

Melanie Ferris


Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Benchmark Assessment Data

G3. By the year 2018, there will be a 2% minimum increase on the FSA Geometry test for all students when less than 90% and more than 70% demonstrate proficiency **1a**

 G097360

Targets Supported **1b**

Indicator	Annual Target
Geometry EOC Pass Rate	85.0

Targeted Barriers to Achieving the Goal **3**

- Lack of opportunity for Collaborative planning

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District Benchmark Assessments
- Teacher Formative Assessments
- Teacher Summative Assessments
- District Instructional Focus Guides
- Design to Align

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

Benchmark Data

Person Responsible

Ricardo Bellon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Benchmark Data

G4. By the year 2018, there will be a 2% minimum increase on the FSA Algebra I test for all students when less than 90% demonstrate proficiency. 1a

G097361

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	90.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Benchmark Assessments
- Teacher Formative Assessments
- Teacher Summative Assessments
- District Instructional Focus Guides
- Design To Align

Plan to Monitor Progress Toward G4. 8

Benchmark Data

Person Responsible

Ricardo Bellon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Benchmark Data

G5. By the year 2018, 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. 1a

G097362

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	88.0

Targeted Barriers to Achieving the Goal 3

- Lack of Opportunity for collaborative grade level ELA Planning

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G5. 8

Progress Monitoring

Person Responsible

Tim Disz

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

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 2018, students will maintain present levels of performance on the Biology EOC when more than 90% demonstrate proficiency. **1**

 **G097358**

G1.B1 Lack of opportunity for Collaborative planning (2 Biology Teachers on campus) **2**

 **B261742**

G1.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017 **4**

 **S277152**

Strategy Rationale

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

Action Step 1 **5**

Visible Learning Professional Development

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Professional Development System Logs and Attendance Rosters

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Roster Verifications

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administrative Observation Data

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative Observation Reports, Lesson Plans, Formative Assessment Data

G1.B1.S2 Biology teachers will work collaboratively with their department and their grade levels twice monthly. 4

 S277153

Strategy Rationale

Teachers will have the opportunity to collaborate and discuss content with members of their entire department and will also be provided opportunities to collaborate with teachers of like students.

Action Step 1 5

Science Department Collaborative Planning meetings

Person Responsible

Nina Henderson

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PLC Agendas, Minutes, and Attendance records

Action Step 2 5

Grade Level Collaborative Planning Meetings

Person Responsible

Staci LaPorte

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PLC Agendas, Minutes, and Attendance Records

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Science Department Leader and Tenth Grade Team Leader will conduct meetings on a monthly basis and share the PLC notes with Administration

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Calendars/Collaborative Planning Notes/Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Calendar of meetings and agendas will be submitted by teacher leaders who will have the opportunity to meet with administration on a regular basis to seek assistance with implementation.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Collaborative Planning Notes/Minutes, Lesson Plans, and Administrative Observation Notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administrative Team will observe implementation in classrooms.

Person Responsible

Jack Turgeon


Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative Observation Reports, Lesson Plans, Formative Assessment Data, Intervention Summaries

G2. By the year 2018, students will maintain present levels of performance on the US History EOC when more than 90% demonstrate proficiency. **1**

 G097359

G2.B1 Lack of opportunity for Collaborative planning (2 US History Teachers On Campus) **2**

 B261743

G2.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017 **4**

 S277154

Strategy Rationale

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

Action Step 1 **5**

Visible Learning Professional Development

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Professional Development System Logs and Teacher Attendance Rosters

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Rosters

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrative Observation Data

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative Observations Reports, Lesson Plans, Formative Assessment Data

G2.B1.S2 History teachers will work collaboratively with their department monthly. 4

 S277155

Strategy Rationale

Teachers will have the opportunity to plan and collaborate with others who have similar content knowledge and will also be provided opportunities to collaborate with teachers of like students.

Action Step 1 5

Departmental Collaborative planning meetings

Person Responsible

Melanie Ferris

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PLC Agendas, Minutes, and Attendance Records

Action Step 2 5

Grade Level Collaborative Planning Meetings

Person Responsible

Russell Finger

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PLC Agendas, Minutes, and Attendance Records

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

History Department Leader and Eleventh Grade Team Leader will schedule meetings on a monthly basis and share the Collaborative planning Notes/Minutes with Administration.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Calendars/Collaborative Planning Notes/ Minutes/Attendance Rosters

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Calendar of meetings, agendas, and minutes will be submitted by teacher leaders who will have the opportunity to meet with administration on a regular basis to seek assistance with implementation.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Collaborative planning notes/Minutes, Lesson Plans, and Administrative Observation Notes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administrative Team will observe implementation in classrooms.

Person Responsible

Jack Turgeon


Schedule

Weekly, from 8/14/2017 to 5/24/2018


Evidence of Completion

Administrative Observation Reports, Lesson Plans, Formative Assessment Data, Intervention Summaries

G3. By the year 2018, there will be a 2% minimum increase on the FSA Geometry test for all students when less than 90% and more than 70% demonstrate proficiency **1**

 G097360

G3.B1 Lack of opportunity for Collaborative planning **2**

 B261744

G3.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017 **4**

 S277157

Strategy Rationale

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

Action Step 1 **5**

Visible Learning Professional Development

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Action Step 2 **5**

Design To Align

Person Responsible

Ricardo Bellon

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, Teacher assessment data, Benchmark Data, FSA Data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Professional Development System Logs and Attendance Rosters

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Roster Verifications

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrative Observation Data

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

administrative observation reports, lesson plans, formative assessment data

G3.B1.S2 Math teachers will work collaboratively with their department and their grade levels twice monthly. 4

 S277158

Strategy Rationale

Teachers will have the opportunity to collaborate and discuss content with members of their entire department and will also be provided opportunities to collaborate with teachers of common students.

Action Step 1 5

Mathematics Department Collaborative Planning Meetings

Person Responsible

Ricardo Bellon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PLC Agendas, Minutes, and Attendance Records

Action Step 2 5

Grade Level Collaborative Planning Meetings

Person Responsible

Staci LaPorte

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PLC Agendas, Minutes, and Attendance Records

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Mathematics Departmental Leader will schedule meetings on a monthly basis and share the Collaborative Planning Notes/Minutes with Administration

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Calendars/Collaborative Planning Notes/Minutes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Calendar of Meetings will be submitted by departmental leader. Departmental Leader will have opportunity to meet with administration on a regular basis to seek assistance with implementation.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Collaborative Planning Notes/Minutes, lesson plans, and administrative observation notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administrative Team will observe implementation in classrooms.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative Observation Reports, Lesson Plans, Formative Assessment Data, Intervention Summaries

G4. By the year 2018, there will be a 2% minimum increase on the FSA Algebra I test for all students when less that 90% demonstrate proficiency. 1

G097361

G4.B1 Lack of opportunity for Collaborative planning (1 Algebra ITeacher on campus) 2

B261745

G4.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017 4

S277160

Strategy Rationale

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

Action Step 1 5

Visible Learning

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Action Step 2 5

Design To Align

Person Responsible

Ricardo Bellon

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, Benchmark Assessments, FSA Data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Professional Development System Logs and Attendance Rosters

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Roster Verifications

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administrative Observation Data

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative Observation Reports, Lesson Plans, Formative Assessment Data

G4.B1.S2 Mathematics will work collaboratively with their department and grade levels twice monthly.

4

 S277161

Strategy Rationale

Teachers will have the opportunity to collaborate and discuss content with members of their entire department and will also be provided the opportunity to collaborate with teachers of common students.

Action Step 1 5

Mathematics Department Collaborative Planning

Person Responsible

Ricardo Bellon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PLC Agendas, Minutes, Attendance Records

Action Step 2 5

Grade Level Collaborative Planning Meetings

Person Responsible

Claire Fuller

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PLC Agendas, Minutes, and Attendance Records

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Mathematics Departmental Leader will conduct meetings on a monthly basis and share the Collaborative Planning Notes/Minutes with Administration

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Calendars/Collaborative Planning Notes/Minutes

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Calendar of Meetings will be submitted by teacher leaders who will have the opportunity to meet with administration on a regular basis to seek assistance with implementation.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Collaborative Planning Notes/Minutes, Lesson Plans, and administrative observation notes

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Administrative Team will observe implementation in classrooms

Person Responsible

Jack Turgeon


Schedule

Weekly, from 8/14/2017 to 5/24/2018


Evidence of Completion

Administrative Observation Reports, Lesson Plans, Formative Assessment Data, Intervention Summaries

G5. By the year 2018, 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. **1**

 G097362

G5.B1 Lack of Opportunity for collaborative grade level ELA Planning **2**

 B261746

G5.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017 **4**

 S277163

Strategy Rationale

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

Action Step 1 **5**

Visible Learning Professional Development

Person Responsible

Jack Turgeon

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Verification

Action Step 2 **5**

Standards Based Instruction

Person Responsible

Tim Disz

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Professional Development System logs, Attendance Rosters, Teacher lesson plans, Teacher formative assessments.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Professional Development System Logs and Attendance Rosters

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Professional Development System Logs and Teacher Attendance Roster Verifications

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Administrative Observations

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Observation notes, lesson plans

G5.B1.S2 Teachers will have the opportunity to collaborate with departmental members on a monthly basis. **4**

 S277164

Strategy Rationale

Teachers will have the opportunity to discuss content and plan with others who have a similar content knowledge.

Action Step 1 **5**

ELA Department Collaborative Planning Meetingsd

Person Responsible

Tim Disz

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Collaborative Planning notes/ Minutes

Action Step 2 **5**

Grade Level Collaborative Planning Meetings

Person Responsible

Julianne McNellis

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

PLC Agendas, Minutes, Attendance Records

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

English Department Leader will conduct meetings on a monthly basis and share Collaborative Planning Notes with Administration

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Calendars/PLC Collaborative Planning Notes/ Minutes

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Calendar of meetings and agendas and planning notes will be submitted by teacher leaders who will have the opportunity to meet with administration on a regular basis to seek assistance with implantation.

Person Responsible

Jack Turgeon

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Collaborative Planning notes/ Minutes, Lesson Plans, and Administrative Observation Notes

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Administrative Team will observe implementation in classrooms.

Person Responsible

Jack Turgeon

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Administrative Observation Reports, Lesson Plans, Formative Assessments, Intervention Summaries








IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M402244	Benchmark Data	Henderson, Nina	8/14/2017	Benchmark Data	5/24/2018 quarterly
G2.MA1 M402252	Progress Monitoring Data will be utilized	Ferris, Melanie	8/7/2017	Benchmark Assessment Data	5/24/2018 quarterly
G3.MA1 M402260	Benchmark Data	Bellon, Ricardo	8/14/2017	Benchmark Data	5/24/2018 quarterly
G4.MA1 M402268	Benchmark Data	Bellon, Ricardo	8/14/2017	Benchmark Data	5/24/2018 quarterly
G5.MA1 M402275	Progress Monitoring	Disz, Tim	8/14/2017	Progress Monitoring Data	5/24/2018 quarterly
G1.B1.S1.MA1 M402239	Administrative Observation Data	Turgeon, Jack	8/14/2017	Administrative Observation Reports, Lesson Plans, Formative Assessment Data	5/24/2018 weekly
G1.B1.S1.MA1 M402240	Professional Development System Logs and Attendance Rosters	Turgeon, Jack	8/14/2017	Professional Development System Logs and Teacher Attendance Roster Verifications	5/24/2018 quarterly
G1.B1.S1.A1 A373513	Visible Learning Professional Development	Turgeon, Jack	8/7/2017	Professional Development System Logs and Teacher Attendance Verification	5/24/2018 monthly
G2.B1.S1.MA1 M402245	Administrative Observation Data	Turgeon, Jack	8/14/2017	Administrative Observations Reports, Lesson Plans, Formative Assessment Data	5/24/2018 weekly
G2.B1.S1.MA1 M402246	Professional Development System Logs and Teacher Attendance Rosters	Turgeon, Jack	8/14/2017	Professional Development System Logs and Teacher Attendance Rosters	5/24/2018 quarterly
G2.B1.S1.A1 A373516	Visible Learning Professional Development	Turgeon, Jack	8/7/2017	Professional Development System Logs and Teacher Attendance Verification	5/24/2018 monthly
G3.B1.S1.MA1 M402253	Administrative Observation Data	Turgeon, Jack	8/14/2017	administrative observation reports, lesson plans, formative assessment data	5/24/2018 weekly
G3.B1.S1.MA1 M402254	Professional Development System Logs and Attendance Rosters	Turgeon, Jack	8/14/2017	Professional Development System Logs and Teacher Attendance Roster Verifications	5/24/2018 quarterly
G3.B1.S1.A1 A373520	Visible Learning Professional Development	Turgeon, Jack	8/7/2017	Professional Development System Logs and Teacher Attendance Verification	5/24/2018 monthly
G3.B1.S1.A2 A373521	Design To Align	Bellon, Ricardo	8/7/2017	Teacher lesson plans, Teacher assessment data, Benchmark Data, FSA Data	5/24/2018 quarterly
G4.B1.S1.MA1 M402261	Administrative Observation Data	Turgeon, Jack	8/14/2017	Administrative Observation Reports, Lesson Plans, Formative Assessment Data	5/24/2018 weekly
G4.B1.S1.MA1 M402262	Professional Development System Logs and Attendance Rosters	Turgeon, Jack	8/14/2017	Professional Development System Logs and Teacher Attendance Roster Verifications	5/24/2018 quarterly
G4.B1.S1.A1 A373525	Visible Learning	Turgeon, Jack	8/14/2017	Professional Development System Logs and Teacher Attendance Verification	5/24/2018 quarterly
G4.B1.S1.A2 A373526	Design To Align	Bellon, Ricardo	8/7/2017	Teacher lesson plans, Benchmark Assessments, FSA Data	5/24/2018 quarterly
G5.B1.S1.MA1 M402269	Administrative Observations	Turgeon, Jack	8/14/2017	Observation notes, lesson plans	5/24/2018 weekly

Sarasota - 1391 - Suncoast Polytechnical High School - 2017-18 SIP
Suncoast Polytechnical High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1  M402270	Professional Development System Logs and Attendance Rosters	Turgeon, Jack	8/7/2017	Professional Development System Logs and Teacher Attendance Roster Verifications	5/24/2018 monthly
G5.B1.S1.A1  A373530	Visible Learning Professional Development	Turgeon, Jack	8/7/2017	Professional Development System Logs and Teacher Attendance Verification	5/24/2018 quarterly
G5.B1.S1.A2  A373531	Standards Based Instruction	Disz, Tim	8/7/2017	Professional Development System logs, Attendance Rosters, Teacher lesson plans, Teacher formative assessments.	5/24/2018 quarterly
G1.B1.S2.MA1  M402241	Calendar of meetings and agendas will be submitted by teacher leaders who will have the opportunity...	Turgeon, Jack	8/7/2017	Collaborative Planning Notes/Minutes, Lesson Plans, and Administrative Observation Notes	5/24/2018 monthly
G1.B1.S2.MA3  M402242	Administrative Team will observe implementation in classrooms.	Turgeon, Jack	8/14/2017	Administrative Observation Reports, Lesson Plans, Formative Assessment Data, Intervention Summaries	5/24/2018 weekly
G1.B1.S2.MA1  M402243	Science Department Leader and Tenth Grade Team Leader will conduct meetings on a monthly basis and...	Turgeon, Jack	8/7/2017	Calendars/Collaborative Planning Notes/Minutes	5/24/2018 monthly
G1.B1.S2.A1  A373514	Science Department Collaborative Planning meetings	Henderson, Nina	8/7/2017	PLC Agendas, Minutes, and Attendance records	5/24/2018 monthly
G1.B1.S2.A2  A373515	Grade Level Collaborative Planning Meetings	LaPorte, Staci	8/7/2017	PLC Agendas, Minutes, and Attendance Records	5/24/2018 monthly
G2.B1.S2.MA1  M402247	Calendar of meetings, agendas, and minutes will be submitted by teacher leaders who will have the...	Turgeon, Jack	8/7/2017	Collaborative planning notes/Minutes, Lesson Plans, and Administrative Observation Notes.	5/24/2018 monthly
G2.B1.S2.MA3  M402248	Administrative Team will observe implementation in classrooms.	Turgeon, Jack	8/14/2017	Administrative Observation Reports, Lesson Plans, Formative Assessment Data, Intervention Summaries	5/24/2018 weekly
G2.B1.S2.MA1  M402249	History Department Leader and Eleventh Grade Team Leader will schedule meetings on a monthly basis...	Turgeon, Jack	8/7/2017	Calendars/Collaborative Planning Notes/ Minutes/Attendance Rosters	5/24/2018 monthly
G2.B1.S2.A1  A373517	Departmental Collaborative planning meetings	Ferris, Melanie	8/7/2017	PLC Agendas, Minutes, and Attendance Records	5/24/2018 monthly
G2.B1.S2.A2  A373518	Grade Level Collaborative Planning Meetings	Finger, Russell	8/7/2017	PLC Agendas, Minutes, and Attendance Records	5/24/2018 monthly
G3.B1.S2.MA1  M402255	Calendar of Meetings will be submitted by departmental leader. Departmental Leader will have...	Turgeon, Jack	8/7/2017	Collaborative Planning Notes/Minutes, lesson plans, and administrative observation notes	5/24/2018 monthly
G3.B1.S2.MA3  M402256	Administrative Team will observe implementation in classrooms.	Turgeon, Jack	8/14/2017	Administrative Observation Reports, Lesson Plans, Formative Assessment Data, Intervention Summaries	5/24/2018 weekly
G3.B1.S2.MA1  M402257	Mathematics Departmental Leader will schedule meetings on a monthly basis and share the...	Turgeon, Jack	8/7/2017	Calendars/Collaborative Planning Notes/Minutes	5/24/2018 monthly
G3.B1.S2.A1  A373522	Mathematics Department Collaborative Planning Meetings	Bellon, Ricardo	8/7/2017	PLC Agendas, Minutes, and Attendance Records	5/24/2018 monthly
G3.B1.S2.A2  A373523	Grade Level Collaborative Planning Meetings	LaPorte, Staci	8/7/2017	PLC Agendas, Minutes, and Attendance Records	5/24/2018 monthly
G4.B1.S2.MA1  M402263	Calendar of Meetings will be submitted by teacher leaders who will have the opportunity to meet...	Turgeon, Jack	8/7/2017	Collaborative Planning Notes/Minutes, Lesson Plans, and administrative observation notes	5/24/2018 monthly
G4.B1.S2.MA3  M402264	Administrative Team will observe implementation in classrooms	Turgeon, Jack	8/14/2017	Administrative Observation Reports, Lesson Plans, Formative Assessment Data, Intervention Summaries	5/24/2018 weekly
G4.B1.S2.MA1  M402265	Mathematics Departmental Leader will conduct meetings on a monthly basis and share the...	Turgeon, Jack	8/7/2017	Calendars/Collaborative Planning Notes/Minutes	5/24/2018 monthly

Sarasota - 1391 - Suncoast Polytechnical High School - 2017-18 SIP
Suncoast Polytechnical High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S2.A1  A373527	Mathematics Department Collaborative Planning	Bellon, Ricardo	8/7/2017	PLC Agendas, Minutes, Attendance Records	5/24/2018 monthly
G4.B1.S2.A2  A373528	Grade Level Collaborative Planning Meetings	Fuller, Claire	8/7/2017	PLC Agendas, Minutes, and Attendance Records	5/24/2018 monthly
G5.B1.S2.MA1  M402271	Calendar of meetings and agendas and planning notes will be submitted by teacher leaders who will...	Turgeon, Jack	8/7/2017	Collaborative Planning notes/ Minutes, Lesson Plans, and Administrative Observation Notes	5/24/2018 monthly
G5.B1.S2.MA3  M402272	Administrative Team will observe implementation in classrooms.	Turgeon, Jack	8/14/2017	Administrative Observation Reports, Lesson Plans, Formative Assessments, Intervention Summaries	5/24/2018 weekly
G5.B1.S2.MA1  M402273	English Department Leader will conduct meetings on a monthly basis and share Collaborative Planning...	Turgeon, Jack	8/7/2017	Calendars/PLC Collaborative Planning Notes/ Minutes	5/24/2018 monthly
G5.B1.S2.A1  A373532	ELA Department Collaborative Planning Meetingsd	Disz, Tim	8/7/2017	Collaborative Planning notes/ Minutes	5/24/2018 monthly
G5.B1.S2.A2  A373533	Grade Level Collaborative Planning Meetings	McNellis, Julianne	8/7/2017	PLC Agendas, Minutes, Attendance Records	5/24/2018 monthly

V. Professional Development Opportunities

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

G1. By the year 2018, students will maintain present levels of performance on the Biology EOC when more than 90% demonstrate proficiency.

G1.B1 Lack of opportunity for Collaborative planning (2 Biology Teachers on campus)

G1.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017

PD Opportunity 1

Visible Learning Professional Development

Facilitator

District Professional Development Department/ SPHS Admin. Team

Participants

Teachers and Staff

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G1.B1.S2 Biology teachers will work collaboratively with their department and their grade levels twice monthly.

PD Opportunity 1

Science Department Collaborative Planning meetings

Facilitator

Department Leader and District Specialist

Participants

Science Teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

PD Opportunity 2

Grade Level Collaborative Planning Meetings

Facilitator

Grade Level Leader and Student Support Team Members

Participants

10th Grade Teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G2. By the year 2018, students will maintain present levels of performance on the US History EOC when more than 90% demonstrate proficiency.

G2.B1 Lack of opportunity for Collaborative planning (2 US History Teachers On Campus)

G2.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017

PD Opportunity 1

Visible Learning Professional Development

Facilitator

District Professional Development Staff/SPHS Admin. Team

Participants

Teachers and Staff

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G2.B1.S2 History teachers will work collaboratively with their department monthly.

PD Opportunity 1

Departmental Collaborative planning meetings

Facilitator

Department Leader and District Specialist

Participants

History teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

PD Opportunity 2

Grade Level Collaborative Planning Meetings

Facilitator

Grade Level Leader and Support Team Staff

Participants

Eleventh Grade Teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G3. By the year 2018, there will be a 2% minimum increase on the FSA Geometry test for all students when less that 90% and more than 70% demonstrate proficiency

G3.B1 Lack of opportunity for Collaborative planning

G3.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017

PD Opportunity 1

Visible Learning Professional Development

Facilitator

District Support Staff / SPHS Admin team

Participants

Teachers and Staff

Schedule

Monthly, from 8/7/2017 to 5/24/2018

PD Opportunity 2

Design To Align

Facilitator

District Specialist and third party professional development

Participants

Mathematics Teachers

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

G3.B1.S2 Math teachers will work collaboratively with their department and their grade levels twice monthly.

PD Opportunity 1

Mathematics Department Collaborative Planning Meetings

Facilitator

Department chair and district specialist

Participants

Math teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

PD Opportunity 2

Grade Level Collaborative Planning Meetings

Facilitator

Grade Level Leader and Student Support Team

Participants

Tenth Grade Teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G4. By the year 2018, there will be a 2% minimum increase on the FSA Algebra I test for all students when less than 90% demonstrate proficiency.

G4.B1 Lack of opportunity for Collaborative planning (1 Algebra I Teacher on campus)

G4.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017

PD Opportunity 1

Visible Learning

Facilitator

District Support Staff / SPHS Admin team

Participants

Teachers and Staff

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

PD Opportunity 2

Design To Align

Facilitator

Shannon Flemming

Participants

Mathematics Teachers

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

G4.B1.S2 Mathematics will work collaboratively with their department and grade levels twice monthly.

PD Opportunity 1

Mathematics Department Collaborative Planning

Facilitator

Department Leader and District Specialist

Participants

Math teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

PD Opportunity 2

Grade Level Collaborative Planning Meetings

Facilitator

Grade Level Leader and Student Support Team Staff

Participants

Ninth Grade Teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

G5. By the year 2018, 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.

G5.B1 Lack of Opportunity for collaborative grade level ELA Planning

G5.B1.S1 Teachers and Staff at SPHS will work with district staff to plan for instruction and professional development beginning in August 2017

PD Opportunity 1

Visible Learning Professional Development

Facilitator

District Staff and SPHS Administrative Team

Participants

Teachers and Staff

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

PD Opportunity 2

Standards Based Instruction

Facilitator

District Specialist

Participants

ELA Teachers

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

G5.B1.S2 Teachers will have the opportunity to collaborate with departmental members on a monthly basis.

PD Opportunity 1

ELA Department Collaborative Planning Meetings

Facilitator

Department Chair and District Specialist

Participants

English teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

PD Opportunity 2

Grade Level Collaborative Planning Meetings

Facilitator

Grade Level Leader and Student Support Team Staff

Participants

Twelfth grade teachers

Schedule

Monthly, from 8/7/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Visible Learning Professional Development				\$0.00
2	G1.B1.S2.A1	Science Department Collaborative Planning meetings				\$0.00
3	G1.B1.S2.A2	Grade Level Collaborative Planning Meetings				\$0.00
4	G2.B1.S1.A1	Visible Learning Professional Development				\$0.00
5	G2.B1.S2.A1	Departmental Collaborative planning meetings				\$0.00
6	G2.B1.S2.A2	Grade Level Collaborative Planning Meetings				\$0.00
7	G3.B1.S1.A1	Visible Learning Professional Development				\$0.00
8	G3.B1.S1.A2	Design To Align				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1140	140-Substitute Teachers	1391 - Suncoast Polytechnical High School	Title II		\$2,000.00
9	G3.B1.S2.A1	Mathematics Department Collaborative Planning Meetings				\$0.00
10	G3.B1.S2.A2	Grade Level Collaborative Planning Meetings				\$0.00
11	G4.B1.S1.A1	Visible Learning				\$0.00
12	G4.B1.S1.A2	Design To Align				\$0.00
13	G4.B1.S2.A1	Mathematics Department Collaborative Planning				\$0.00
14	G4.B1.S2.A2	Grade Level Collaborative Planning Meetings				\$0.00
15	G5.B1.S1.A1	Visible Learning Professional Development				\$0.00
16	G5.B1.S1.A2	Standards Based Instruction				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1140	140-Substitute Teachers	1391 - Suncoast Polytechnical High School	Title II		\$2,000.00
17	G5.B1.S2.A1	ELA Department Collaborative Planning Meetingsd				\$0.00
18	G5.B1.S2.A2	Grade Level Collaborative Planning Meetings				\$0.00
Total:						\$4,000.00