Sarasota County Schools

Suncoast Polytechnical High School

2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP 3

School Information 4

Needs Assessment 6

Planning for Improvement 9

Title I Requirements 0

Budget to Support Goals 15

Suncoast Polytechnical High School

4650 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net/suncoastpolytechnical

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	34%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title
Turgeon, Jack	Principal
Livingston, Robin	Assistant Principal
Disz, Tim	Teacher, K-12
Finger, Russell	Teacher, K-12
Bellon, Ricardo	Teacher, K-12
LaPorte, Staci	Teacher, K-12
Ferris, Melanie	Teacher, K-12
Henderson, Nina	Teacher, K-12
McNellis, Julianne	Teacher, K-12
Badovinac, Amy	Teacher, Career/Technical
Nielubowicz, Caroline	School Counselor

Duties

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

The Principal and Assistant Principal are responsible for providing instructional leadership, professional development, teacher resources, supervision, and support to provide a positive learning environment at Suncoast Polytechnichal 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 Assisant 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.

Early Warning Systems

Year 2017-18

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	11	31	26	37	105
One or more suspensions	0	0	0	0	0	0	0	0	0	5	4	8	3	20
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	3	0	0	8
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	5	3	0	0	8

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	0	1	2	2	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	2	3	2	0	7
Retained Students: Previous Year(s)	4	1	2	2	0	0	0	0	0	0	0	0	0	9

Date this data was collected

Monday 10/15/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	18	26	22	22	88
One or more suspensions	0	0	0	0	0	0	0	0	0	9	5	4	1	19
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	18	26	22	22	88
One or more suspensions	0	0	0	0	0	0	0	0	0	9	5	4	1	19
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

FSA ELA performed the lowest school-wide, specifically the lowest quartile. This is not a trend based on previous school data.

Which data component showed the greatest decline from prior year?

FSA ELA showed the greatest decline from the prior school year.

Which data component had the biggest gap when compared to the state average?

The biggest gap between SPHS data and the state averages is overall math achievement. The gap from the data demonstrates a positive difference of 37 percentage points.

Which data component showed the most improvement? Is this a trend?

Overall math achievement demonstrated the largest gains. This is not a trend based on previous school data.

Describe the actions or changes that led to the improvement in this area.

A strong emphasis was placed on designing instructional curriculum to be aligned with assessed standards. Math teachers worked with district curriculum math specialist who provided professional development training. Teachers were provided substitutes to attend professional development training and visit other district math teachers' classrooms.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	86%	67%	56%	80%	62%	52%
ELA Learning Gains	60%	57%	53%	53%	52%	46%
ELA Lowest 25th Percentile	57%	47%	44%	51%	41%	38%
Math Achievement	88%	69%	51%	71%	58%	43%
Math Learning Gains	59%	52%	48%	44%	43%	39%
Math Lowest 25th Percentile	70%	53%	45%	42%	39%	38%
Science Achievement	95%	77%	67%	90%	70%	65%
Social Studies Achievement	94%	79%	71%	96%	77%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	11 (18)	31 (26)	26 (22)	37 (22)	105 (88)
One or more suspensions	5 (9)	4 (5)	8 (4)	3 (1)	20 (19)
Course failure in ELA or Math	5 (17)	3 (10)	0 (17)	0 (0)	8 (44)
Level 1 on statewide assessment	5 (5)	3 (5)	0 (0)	0 (0)	8 (10)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	92%	66%	26%	53%	39%
	2017	87%	64%	23%	52%	35%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		5%				
Cohort Comparison						
10	2018	80%	65%	15%	53%	27%
	2017	85%	62%	23%	50%	35%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	95%	75%	20%	65%	30%
2017	93%	69%	24%	63%	30%
Compare		2%			

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	94%	76%	18%	68%	26%
2017	92%	73%	19%	67%	25%
Compare		2%			

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	91%	77%	14%	62%	29%
2017	88%	71%	17%	60%	28%
Compare		3%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	86%	71%	15%	56%	30%
2017	83%	70%	13%	53%	30%
Compare		3%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	85	46									
ASN	80										
HSP	82	59	56	88	53	67	93	88		100	70
WHT	88	61	61	89	60	76	96	96		90	84
FRL	79	59	53	83	54	61	90	92		92	81

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	80	75		67	48			92			
BLK				50	50						
HSP	78	57	55	64	38	39	93	86		94	75
WHT	87	65	69	73	46	55	95	93		98	73
FRL	80	55	56	64	44	51	89	88		98	70

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Overall Science Achievement
Rationale	Meet with Science teachers (Biology) to review benchmark assessment data and USA Testprep to help drive instruction and help identify areas of growth in order to maintain a high level of performance.
Intended Outcome	By the end of SY 18-19 96% of students will be successful in demonstrating proficiency on the US Biology EOC
Point Person	Nina Henderson (nina.henderson@sarasotacountyschools.net)
Action Step	
Description	Will conduct and monitor benchmark assessment data and data through USA Testprep - teachers will assess and analyze specific areas of opportunities for growth. Use formative assessment data to drive instruction Utilize Visible Learning Professional Development strategies and implement High Expectations Teaching for all students. Realigning students during weekly Seminar class as a school day intervention for remediation and acceleration. Homework help utilizing instructional and para-professional staff throughout the week after school hours to provide individual remediation and tutoring.
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Science department meetings along with PLC - collaborative teacher meetings to analyze and assess benchmark data. On-going formative assessment to drive and adjust instruction utilizing Visible Learning strategies. Teachers will utilize Visible Learning Instructional strategies to include learning intentions and success criteria. PRIDE classroom observations and walk-throughs
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)

Activity #2	
Title	Overall Social Studies Achievement
Rationale	Meet with Social Studies teachers (US History) to review benchmark assessment data and USA Testprep to help drive instruction and help identify areas of growth in order to maintain high level of performance.
Intended Outcome	By the end of SY 18-19 96% of students will be successful in demonstrating proficiency on the US HIstory EOC.
Point Person	Julianne McNellis (julianne.mcnellis@sarasotacountyschools.net)
Action Step	
Description	Will conduct and monitor benchmark assessment data and data through USA Testprep - teachers will assess and analyze specific areas of opportunities for growth. Use formative assessment data to drive instruction Utilize Visible Learning Professional Development strategies and implement High Expectations Teaching for all students. Realigning students during weekly Seminar class as a school day intervention for remediation and acceleration. Homework help utilizing instructional and para-professional staff throughout the week after school hours to provide individual remediation and tutoring.
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Social Studies department meetings along with PLC - collaborative teacher meetings to analyze and assess benchmark data. On-going formative assessment to drive and adjust instruction utilizing Visible Learning strategies. Teachers will utilize Visible Learning Instructional strategies to include learning intentions and success criteria. PRIDE classroom observations and walk-throughs
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)

Activity #3	
Title	Lowest Quartile for FSA ELA
Rationale	Meet with instructional staff to review FSA ELA assessment data and categorical data to determine weaknesses for Lowest Quartile students.
Intended Outcome	By the end of SY 18-19 61% of the lowest quartile students will be successful in making a learning gain in the FSA English Language Arts Spring assessment.
Point Person	Tim Disz (tim.disz@sarasotacountyschools.net)
Action Step	
Description	Will conduct and monitor benchmark assessment data and data through USA Testprep - teachers will assess and analyze specific areas for remediation and will drive instruction based on formative assessment results where Lowest quartile students performed the lowest to increase proficiency. Visible Learning Professional Development and implement High Expectations Teaching for all students. Realigning students during weekly Seminar class as a school day intervention for ELA remediation Homework help utilizing instructional and para-professional staff throughout the week after school hours to provide individual remediation and tutoring. Lesson Design and Micro-teaching Professional Development with District specialist with emphasis on lesson planning that reflects standards, scope and focus.
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	English department meetings along with PLC - collaborative teacher meetings to analyze and assess benchmark data. On-going formative assessment to drive and adjust instruction utilizing Visible Learning strategies. Teachers will utilize Visible Learning Instructional strategies to include learning intentions and success criteria. PRIDE classroom observations and walk-throughs
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)

Activity #4	
Title	Lowest Quartile students will make learning gains in FSA Mathematics
Rationale	Met with instructional staff to review FSA Mathematics assessment data and categorical data to determine areas of weakness for Lowest Quartile students.
Intended Outcome	By the end of SY 18-19 74% of the lowest quartile students will be successful in making a learning gain in the FSA Mathematics Spring assessment.
Point Person	Ricardo Bellon (ricardo.bellon@sarasotacountyschools.net)
Action Step	
Description	Will conduct and monitor benchmark assessment data and data through USA Testprep - teachers will assess and analyze specific areas for remediation and will drive instruction based on formative assessment results where Lowest quartile students performed the lowest to increase proficiency. Visible Learning Professional Development and implement High Expectations Teaching for all students. Realigning students during weekly Seminar class as a school day intervention for math remediation Math Lab after school Monday-Thursday for individual remediation and tutoring
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Math department meetings along with PLC - collaborative teacher meetings to analyze and assess benchmark data. On-going formative assessment to drive and adjust instruction utilizing Visible Learning strategies. Teachers will utilize Visible Learning Instructional strategies to include learning intentions and success criteria. PRIDE classroom observations and walk-throughs
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)

Activity #5	
Title	Increased student attendance
Rationale	In order to meet their full academic potential, daily attendance is essential for all SPHS students in order to perform in their academic and CTE block schedule courses.
Intended Outcome	By the end of the SY 2018-2019, SPHS students will be in attendance 97% of the time.
Point Person	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)
Action Step	
Description	Weekly SWST meetings that address students who fall into chronic absenteeism category Daily phone calls to parents/guardians regarding absences - immediate feedback about absence. Work in conjunction with district truancy officer, who will provide home visits if necessary.
Person Responsible	Caroline Nielubowicz (caroline.nielubowicz@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	PBS committee will analyze attendance data in conjunction with Positive Behavior supports and SWST protocol.
Person Responsible	Staci LaPorte (staci.laporte@sarasotacountyschools.net)

Activity #6	
Title	Dropout Rate / Graduation Rate
Rationale	SPHS has high expectations as a magnet high school. Students must apply and get accepted in order to attend SPHS because of the rigorous curriculum/CTE block scheduling. Therefore the expectation is to achieve a 100% graduation rate each year.
Intended Outcome	For the SY 2018-2019, there will be a reduction of .2% of students who drop out of school at SPHS, therefore increasing the number of students who graduate from SPHS by 1%.
Point Person	Caroline Nielubowicz (caroline.nielubowicz@sarasotacountyschools.net)
Action Step	
Description	Identify at-risk students, provide support and guidance. Meet with Project 10 Team on a monthly basis and provide support and resources as needed. Counselors conduct graduation checks and credit checks with individual students each school year and students deemed at risk are met with at least quarterly.
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	Weekly meetings with guidance/career advisor/ ESE para-professionals Weekly SWST meetings, which include school psychologists, behavior specialists, social worker and other intervention support personnel. Monitor Project 10 data Monitor monthly attendance data
Person Responsible	Jack Turgeon (jack.turgeon@sarasotacountyschools.net)

Part V: Budget

Total:	**$3,500.00**