Suncoast Polytechnical High School

2014-15 School Improvement Plan

Suncoast Polytechnical High School

4650 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net/suncoastpolytechnical

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	38%

Alternative/ESE Center	Charter School	Minority
No	No	30%

School Grades History

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

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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

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

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

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

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

demonstrate all of the qualities found in the four cornerstones. SPHS also promotes increased attendance by hosting a perfect attendance luncheon twice a year.

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 provding two counselors to provide services to approximately 550 students. SPHS also has created a Teacher Advisory Period/ Seminar that meets on a weekly basis. The TAP/Seminar time period allows teachers to connect with a small group of 25 students once a week. SPHS also has access to school social workers, psychologists and community organizations for students with increased needs.

Early Warning Systems

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

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

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

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	8	5	4	8	25
One or more suspensions	2	3	1	2	8
Course failure in ELA or Math	16	8	4	1	29
Level 1 on statewide assessment	12	3	3	0	18

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

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

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

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

Suncoast Polytechnical High School hosts business partners on campus during the "Great American Teach-In" which is held in November. Last year Suncoast Polytechnical High School hosted over 50 business members from the local community. SPHS also has created a business partnership plan which is available on-line through our district's Team-Up site. SPHS assistant principal is identified as the Business Partner Coordinator. SPHS is also fortunate to have an active Booster Board and School Advisory council. Members of each of these stakeholder groups actively seeks business partnerships to enhance student achievement.
SPHS also partners with the Gulf Coast Community Foundation and the Sarasota Education Foundation to provide teachers and students with additional opportunities via grants, resources and support.
SPHS recognizes business partners at an annual luncheon and works with the PALS office to recognize volunteers of the year during an evening celebration.

Effective Leadership

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

School Leadership Team

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

Name	Title
Terry, Trenton	Principal
Bazenas, Joe	Assistant Principal

Duties

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Ida Jones	Business/Community
Julianne McNellis	Teacher
Susan Odell	Education Support Employee
Trent Terry	Principal
Jennifer Holt	Business/Community
Marissa Dawson	Parent
Joey Gallagher	Student
Meagan Marcus	Student
Emmarie Partin	Student
Debra Sandefeur	Parent
Christa Douglas	Student

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

SPHS conducted the first SAC meeting of the year on August 27th at which point the SAC was asked for input for the plan. SPHS administrative staff e-mails the members of the SAC seeking input on specific targets of the plan based on information required by the School Improvement Plan template. After gathering the input from SAC, SPHS will utilize the contributions in the SIP and then ask for final approval from the SPHS SAC.

Preparation of the school's annual budget and plan

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

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

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

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Argentina, Susan	Teacher, Career/Technical
Bazenas, Joe	Assistant Principal
Burns, Hugh	Teacher, K-12
Fuller, Claire	Teacher, K-12
LaPorte, Staci	Teacher, K-12
McNellis, Julianne	Teacher, K-12
Mills, Nancy	Teacher, K-12
Terry, Trenton	Principal

Duties

Describe how the LLT promotes literacy within the school

A.Team to promote and support programs that are unique to SPHS
B.Teachers and staff to implement literacy strategies for all learners, LLT to provide Professional Development
C.Team will promote Florida Standards at SPHS, LLT to provide support during teacher planning periods
D.Team will design activities to promote literacy during Celebrate Literacy Week
E. Two members of team will travel to Florida Reading Association Conference and provide support based off of training received.

Public and Collaborative Teaching

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

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

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

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

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

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

New teachers are provided with a school site experienced
mentor teacher. The mentor provides assistance with school
board and school site policies and procedures to include but
not limited to: Teacher Evaluation, Professional Development
Planning, Lesson Planning, Daily Attendance, Maintenance of
Gradebook, Instructional Technology, and Requests for Assistance

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 2,160

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Terry, Trenton, trenton.terry@sarasotacountyschools.net

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

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

Strategy: After School Program

Minutes added to school year: 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 concpets that will assist them in any math class offerred 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: 4,000

FIRST Robotics (TALOS)

Strategy Rationale

SPHS hosts a summer camp for students involved or seeking to be involved in the Career and Technical Education Engineering program. Students worked all summer to develop a prototype of a robotic hand. Students continued the work into the school year during an after school program. Students learn the engineering process and work to create a design that can be utilized in real world capacities. Students then presented projects to members from the United States Special Operation Command.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wormington, Drew, drew.wormington@sarasotacountyschools.net

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

Completed prototype and Industry Certification test results

Strategy: Summer Program

Minutes added to school year: 3,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Janssen, Cathie, cathie.janssen@sarasotacountyschools.net

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

Perfomance on Industry Certification Exam

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

College and Career Readiness

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

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

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

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

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

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

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

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

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

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

Suncoast Polytechnical High works to improve student readiness for public postsecondary education in many different ways. SPHS provides a rigorus curriculum to all students which requires students to take four years of mathematics and four years of science in addition to completing either 75 or 100 hours of community service to align with maximum levels of Bright Futures Scholarships. In addition to the four years of mathematics and science, SPHS offers students Advanced Placement courses beginning in their freshman year where AP Psychology is offered. In addition to AP Psychology, SPHS provides AP courses to students in: Language, Literature, Calculus, and Environmental Science. SPHS provides access to English For College Preparation and Math for College Readiness to all students. Students are also provided enrichment opportunities through articulation agreements with local colleges. SPHS students can take Dueal 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.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   SPHS on-time graduates will meet AMO targets for College Readiness Standards in Mathematics and Reading on the Post Secondary Education Readiness Tes or any other college placement test.

G2.   SPHS students will meet AMO targets on the 2015 FSA ELA Writing.

G3.   SPHS students will meet specific AMO targets on state standardized mathematics assessments.

G4.   SPHS students will meet specific AMO targets on state standardized ELA assessments.

G5.   SPHS Students will meet specific AMO targets on state standardized science assessments.

Strategic Goals Detail

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

G1. SPHS on-time graduates will meet AMO targets for College Readiness Standards in Mathematics and Reading on the Post Secondary Education Readiness Tes or any other college placement test. 1a

🔍 G049698

Targets Supported 1b

Indicator	Annual Target
College Readiness Mathematics	70.0
College Readiness Reading	85.0

Resources Available to Support the Goal 2

- PSAT Results
- FCAT 2.0 Results
- Algebra I and Geometry EOC Results
- SAT/ACT Preparation Books
- Math for College Readiness Course
- English for College Success Course

Targeted Barriers to Achieving the Goal 3

- Student access to SAT/ACT tests

Plan to Monitor Progress Toward G1. 8

SPHS staff will meet quarterly to review SAT/ACT results of students.

Person Responsible
Trenton Terry

Schedule
Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion
SAT/ACT quarterly meeting notes

G2. SPHS students will meet AMO targets on the 2015 FSA ELA Writing. `1a`

🔍 G049696

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	80.0

Resources Available to Support the Goal `2`

- Teacher Formative Assessments

- Teacher Summative Assessments

- FSA Rubric

Targeted Barriers to Achieving the Goal `3`

- No progress monitoring tool for FSA Wrting

Plan to Monitor Progress Toward G2. `8`

The data that will be collected will be the teacher created formative and summative assessments.

Person Responsible
Trenton Terry

Schedule
Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion
ELA meeting notes.

G3. SPHS students will meet specific AMO targets on state standardized mathematics assessments. `1a`

`G049293`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	86.0
AMO Math - SWD	89.0

Resources Available to Support the Goal `2`

- DIstrict Benchmark Assessments
- Teacher Formative Assessments
- Teacher Summative Assessments

Targeted Barriers to Achieving the Goal `3`

- Benchmark assessments will not be performance based

Plan to Monitor Progress Toward G3. `8`

Attendance verification at Professional Learning Community Meetings and evidence of teacher created assessments will be analyzed.

Person Responsible
Ricardo Bellon

Schedule
Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion
Attendance verification rosters

G4. SPHS students will meet specific AMO targets on state standardized ELA assessments. `1a`

G049277

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	84.0
AMO Reading - SWD	87.0

Resources Available to Support the Goal `2`

- FAIR

- Teacher Formative Assessments

- Teacher Summative Assessments

- HMH Textbook Collection

- Instructional Focus Guides

Targeted Barriers to Achieving the Goal `3`

- New Test for students (Performance Based Assessment)

Plan to Monitor Progress Toward G4. `8`

PDS System/Teacher Attendance Logs

Person Responsible
Trenton Terry

Schedule
Weekly, from 9/17/2014 to 10/22/2014

Evidence of Completion
PDS System Data and Teacher Attendance Logs

Plan to Monitor Progress Toward G4. `8`

FAIR Results (Progress Monitoring Results)

Person Responsible
Trenton Terry

Schedule
Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion
FAIR Results

G5. SPHS Students will meet specific AMO targets on state standardized science assessments. 1a

G038352

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	90.0

Resources Available to Support the Goal 2

- District Benchmark Assessments

- Teacher formative assessments

- Teacher summative assessments

- Instructional Focus Guides

Targeted Barriers to Achieving the Goal 3

- Teacher created formative assessments

Plan to Monitor Progress Toward G5. 8

Progress monitoring team meetings

Person Responsible
Trenton Terry

Schedule
Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion
Staff Roster verification

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. SPHS on-time graduates will meet AMO targets for College Readiness Standards in Mathematics and Reading on the Post Secondary Education Readiness Tes or any other college placement test. `1`

🔑 G049698

G1.B1 Student access to SAT/ACT tests `2`

🔑 B127277

G1.B1.S1 SPHS counselors will work with 11th grade team to identify incentives for students to schedule and take he SAT/ACT assessment. `4`

🔑 S139320

Strategy Rationale

Many SPHS students wait until 12 grade to take the SAT/ACT for the first time. SPHS staff wants to encourage students to begin taking the SAT/ACT earlier in their career as scores tend to rise on subsequent tests.

Action Step 1 `5`

SPHS counselors will meet with 11th grade team members to develop a plan of action to incentivize students for taking SAT/ACT tests.

Person Responsible

Trenton Terry

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

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

SPHS counselors will collect data on the number of students who registered for and attempted the SAT/ACT exam each quarter. Data will be shared with administration and 11th grade team.

Person Responsible

Joe Bazenas

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Student test scores and student registration

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

SPHS administrators will work with SAC and local business partners to support incentivized program

Person Responsible

Trenton Terry

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Incentives for students: Gift card drawings as an example

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

SPHS administrators will work with SAC and local business partners to support incentivized program

Person Responsible

Trenton Terry

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Incentives for students: Gift card drawings as an example

G2. SPHS students will meet AMO targets on the 2015 FSA ELA Writing. [1]

G049696

G2.B1 No progress monitoring tool for FSA Wrting [2]

B127265

G2.B1.S1 ELA teachers will collaborate during Professional Learning Community time and work with district level representatives to develop writing opportunities and formative assessments to utilize to monitor progress of students. [4]

S142033

Strategy Rationale

Teachers will collaborate utilizing available data, tools and resources to develop a plan of action to prepare students for the writing assessment.

Action Step 1 [5]

SPHS teachers will be provided a substitute teacher periodically throughout the school year to collaborate with teachers from other schools as well as district curriculum specialists.

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/6/2014 to 4/1/2015

Evidence of Completion

Teachers will submit notes from meetings that describe next steps to implementation of a plan to address the new FSA Writing standards.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Teachers will meet quarterly and provide samples of materials that they have developed and utilized with their students as a result of the professional collaboration.

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/6/2014 to 5/6/2015

Evidence of Completion

Formative and Summative writing assessments.

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

ELA Department Chair will meet with departmental members throughout the year to provide time for support in implementation.

Person Responsible

Trenton Terry

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Departmental meeting notes will be utilized to determine the effectiveness of the implementation of the plan.

G3. SPHS students will meet specific AMO targets on state standardized mathematics assessments. `1`

🔑 G049293

G3.B1 Benchmark assessments will not be performance based `2`

🔑 B123172

G3.B1.S1 Utilize district support staff and curriculum specialists to identify appropriate training for performance based assessments to staff. `4`

🔑 S135085

Strategy Rationale

Students will be required to answer performance based questions on the state EOC assessments.

Action Step 1 `5`

SPHS staff will collaborate with one another and with district support staff to create performance based assessments.

Person Responsible

Ricardo Bellon

Schedule

Monthly, from 9/2/2014 to 5/15/2015

Evidence of Completion

Teacher performance based assessments

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

Departmental meeting notes will be distributed to staff that will identify the topics of discussion at Professional Learning Community Meetings to include progress towards meeting test develop goals.

Person Responsible

Ricardo Bellon

Schedule

Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Renegades Math Bulletin

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

Administrators will review Renegades Math Bulletin.

Person Responsible

Trenton Terry

Schedule

Monthly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Renegades Math Bulletin

G4. SPHS students will meet specific AMO targets on state standardized ELA assessments. 1

G049277

G4.B1 New Test for students (Performance Based Assessment) 2

B123134

G4.B1.S1 Provide Professional Development to staff through use of webinars, district created videos and pertinent information provided by the Florida Standards Assessments website 4

S135042

Strategy Rationale

Professional Development will provide teachers with a more in depth and comprehensive understanding of the standards themselves as well as a more comprehensive understanding of how students will be assessed.

Action Step 1 5

Florida Standards Assessment Overview and ELA Implementation

Person Responsible

Trenton Terry

Schedule

Weekly, from 9/17/2014 to 10/22/2014

Evidence of Completion

PDS system and teacher attendance logs.

Action Step 2 5

FAIR Assessment Overview and Training

Person Responsible

Trenton Terry

Schedule

Weekly, from 9/17/2014 to 10/22/2014

Evidence of Completion

PDS System and teacher attendance logs

Action Step 3 `5`

Deconstructed Standards Professional Development

Person Responsible

Trenton Terry

Schedule

Weekly, from 9/10/2014 to 10/22/2014

Evidence of Completion

PDS system and teacher attendance logs

Action Step 4 `5`

Differentiated Instruction Professiona Development

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/23/2014 to 3/27/2015

Evidence of Completion

Teacher attendance verification rosters

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

Monitor attendance at Planning Period Meetings

Person Responsible

Trenton Terry

Schedule

Weekly, from 9/17/2014 to 10/22/2014

Evidence of Completion

PDS Logs and teacher attendance verification

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

FAIR Results (Progress Monitring Reading)

Person Responsible

Trenton Terry

Schedule

Quarterly, from 10/24/2014 to 5/29/2015

Evidence of Completion

FAIR Results

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

The monitoring will be accomplished by reviewing PDS System

Person Responsible

Trenton Terry

Schedule

Weekly, from 9/17/2014 to 10/22/2014

Evidence of Completion

PDS system and weekly attendance verification

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Florida Standards Assessment Overview and ELA Implementation	Terry, Trenton	9/17/2014	PDS system and teacher attendance logs.	10/22/2014 weekly
G3.B1.S1.A1	SPHS staff will collaborate with one another and with district support staff to create performance based assessments.	Bellon, Ricardo	9/2/2014	Teacher performance based assessments	5/15/2015 monthly
G1.B1.S1.A1	SPHS counselors will meet with 11th grade team members to develop a plan of action to incentivize students for taking SAT/ACT tests.	Terry, Trenton	9/2/2014		5/29/2015 quarterly
G2.B1.S1.A1	SPHS teachers will be provided a substitute teacher periodically throughout the school year to collaborate with teachers from other	Terry, Trenton	10/6/2014	Teachers will submit notes from meetings that describe next steps to implementation of a plan to address the new FSA Writing standards.	4/1/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	schools as well as district curriculum specialists.				
G4.B1.S1.A2	FAIR Assessment Overview and Training	Terry, Trenton	9/17/2014	PDS System and teacher attendance logs	10/22/2014 weekly
G4.B1.S1.A3	Deconstructed Standards Professional Development	Terry, Trenton	9/10/2014	PDS system and teacher attendance logs	10/22/2014 weekly
G4.B1.S1.A4	Differentiated Instruction Professiona Development	Terry, Trenton	10/23/2014	Teacher attendance verification rosters	3/27/2015 quarterly
G1.MA1	SPHS staff will meet quarterly to review SAT/ACT results of students.	Terry, Trenton	10/24/2014	SAT/ACT quarterly meeting notes	5/29/2015 quarterly
G1.B1.S1.MA1	SPHS administrators will work with SAC and local business partners to support incentivized program	Terry, Trenton	9/2/2014	Incentives for students: Gift card drawings as an example	5/29/2015 quarterly
G1.B1.S1.MA1	SPHS administrators will work with SAC and local business partners to support incentivized program	Terry, Trenton	9/2/2014	Incentives for students: Gift card drawings as an example	5/29/2015 quarterly
G1.B1.S1.MA1	SPHS counselors will collect data on the number of students who registered for and attempted the SAT/ACT exam each quarter. Data will be shared with administration and 11th grade team.	Bazenas, Joe	10/24/2014	Student test scores and student registration	5/29/2015 quarterly
G2.MA1	The data that will be collected will be the teacher created formative and summative assessments.	Terry, Trenton	10/6/2014	ELA meeting notes.	5/29/2015 quarterly
G2.B1.S1.MA1	ELA Department Chair will meet with departmental members throughout the year to provide time for support in implementation.	Terry, Trenton	10/6/2014	Departmental meeting notes will be utilized to determine the effectiveness of the implementation of the plan.	5/29/2015 monthly
G2.B1.S1.MA1	Teachers will meet quarterly and provide samples of materials that they have developed and utilized with their students as a result of the professional collaboration.	Terry, Trenton	10/6/2014	Formative and Summative writing assessments.	5/6/2015 quarterly
G3.MA1	Attendance verification at Professional Learning Community Meetings and evidence of teacher created assessments will be analyzed.	Bellon, Ricardo	9/2/2014	Attendance verification rosters	5/22/2015 monthly
G3.B1.S1.MA1	Administrators will review Renegades Math Bulletin.	Terry, Trenton	9/2/2014	Renegades Math Bulletin	5/22/2015 monthly
G3.B1.S1.MA1	Departmental meeting notes will be distributed to staff that will identify the topics of discussion at Professional Learning Community Meetings to include progress towards meeting test develop goals.	Bellon, Ricardo	9/2/2014	Renegades Math Bulletin	5/22/2015 monthly
G4.MA1	PDS System/Teacher Attendance Logs	Terry, Trenton	9/17/2014	PDS System Data and Teacher Attendance Logs	10/22/2014 weekly
G4.MA2	FAIR Results (Progress Monitoring Results)	Terry, Trenton	10/24/2014	FAIR Results	5/29/2015 quarterly
G4.B1.S1.MA1	The monitoring will be accomplished by reviewing PDS System	Terry, Trenton	9/17/2014	PDS system and weekly attendance verification	10/22/2014 weekly
G4.B1.S1.MA1	Monitor attendance at Planning Period Meetings	Terry, Trenton	9/17/2014	PDS Logs and teacher attendance verification	10/22/2014 weekly
G4.B1.S1.MA3	FAIR Results (Progress Monitring Reading)	Terry, Trenton	10/24/2014	FAIR Results	5/29/2015 quarterly
G5.MA1	Progress monitoring team meetings	Terry, Trenton	10/24/2014	Staff Roster verification	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. SPHS students will meet AMO targets on the 2015 FSA ELA Writing.

G2.B1 No progress monitoring tool for FSA Wrting

G2.B1.S1 ELA teachers will collaborate during Professional Learning Community time and work with district level representatives to develop writing opportunities and formative assessments to utilize to monitor progress of students.

PD Opportunity 1

SPHS teachers will be provided a substitute teacher periodically throughout the school year to collaborate with teachers from other schools as well as district curriculum specialists.

Facilitator

Catherine Cocozza

Participants

SPHS Teachers

Schedule

Quarterly, from 10/6/2014 to 4/1/2015

G4. SPHS students will meet specific AMO targets on state standardized ELA assessments.

G4.B1 New Test for students (Performance Based Assessment)

G4.B1.S1 Provide Professional Development to staff through use of webinars, district created videos and pertinent information provided by the Florida Standards Assessments website

PD Opportunity 1

Florida Standards Assessment Overview and ELA Implementation

Facilitator

Trent Terry

Participants

Teachers

Schedule

Weekly, from 9/17/2014 to 10/22/2014

PD Opportunity 2

FAIR Assessment Overview and Training

Facilitator

Participants

Schedule

Weekly, from 9/17/2014 to 10/22/2014

PD Opportunity 3

Deconstructed Standards Professional Development

Facilitator

Kevin Baird

Participants

Teachers and Staff

Schedule

Weekly, from 9/10/2014 to 10/22/2014

PD Opportunity 4

Differentiated Instruction Professiona Development

Facilitator

Jessica Hockett

Participants

SPHS teachers

Schedule

Quarterly, from 10/23/2014 to 3/27/2015

Technical Assistance Items

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

G1. SPHS on-time graduates will meet AMO targets for College Readiness Standards in Mathematics and Reading on the Post Secondary Education Readiness Tes or any other college placement test.

G1.B1 Student access to SAT/ACT tests

G1.B1.S1 SPHS counselors will work with 11th grade team to identify incentives for students to schedule and take he SAT/ACT assessment.

PD Opportunity 1

SPHS counselors will meet with 11th grade team members to develop a plan of action to incentivize students for taking SAT/ACT tests.

Facilitator

Caroline Nielubowicz

Participants

SPHS Staff

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Goal 2: SPHS students will meet AMO targets on the 2015 FSA ELA Writing.	1,500
Goal 4: SPHS students will meet specific AMO targets on state standardized ELA assessments.	6,000
Grand Total	**7,500**

Goal 2: SPHS students will meet AMO targets on the 2015 FSA ELA Writing.		
Description	**Source**	**Total**
B1.S1.A1	Title II	1,500
Total Goal 2		**1,500**

Goal 4: SPHS students will meet specific AMO targets on state standardized ELA assessments.		
Description	**Source**	**Total**
B1.S1.A3	General Fund	1,000
B1.S1.A4	School Improvement Funds	5,000
Total Goal 4		**6,000**