

Sarasota County Schools

North Port High School



2015-16 School Improvement Plan

North Port High School

6400 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/northporthigh

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	58%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	31%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

North Port High School will inspire tomorrow's leaders by providing rigorous instruction, maintaining a safe & respectful environment and developing socially responsible individuals in their community & beyond.

Provide the school's vision statement

North Port High School will prepare students to lead responsible lives by supporting their intellectual, emotional, social, and physical development.

School Environment

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

North Port High is the main public high school for the city of North Port. It was built and grew along with the new community, so that their cultures are interwoven. The school has over 25 school clubs, many of which host school and community events, and the Performing Arts Center serves the entire community with multiple performances. The clubs, most of which are sponsored by on-campus faculty and staff celebrate diversity and are open to all. In addition, many of the clubs and sports host events which are relationship builders that encourage teacher- student interaction.

The minority cultures are supported by the school and the community. The Ukrainian Church is active with ethnic members, and Dr. Mims support the African American community in building relationships and supporting students through their culture.

A Renaissance program is being developed to include more mentoring and rewards for those students who show improvement in attendance, grades, and discipline.

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

North Port high is a large open campus, but it is well staffed by observant faculty. There are four Assistant Principals, two SRO's and four campus security aides who are in constant circulation. Some use golf carts to be able to move rapidly when needed. Two behavior specialists work with five guidance counselors to advise and guide students who need social assistance. The parking lots are monitored by campus security before, during, and after school. Student Government is active in helping to advise the Principal of student concerns as well. At large sporting events, such as football games, the SRO's from the two feeder middle schools attend, and the one of the middle school principals is often in attendance too.

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

The discipline system is reviewed with staff during pre-week each year. Two SRO's, four campus security aides, and four Assistant Principals handle any disciplinary needs. Students who are causing a distraction are escorted to the Assistant Principal by a campus security aide.

The behavior unit on campus has two behavior specialists on staff for students with exceptional

needs, but all teachers are supported through use of the RTI system followed up by a monitored in school suspension when needed.

New teachers have training on classroom management and work with a mentor throughout their first year.

A Renaissance reward program is being put into place, and an attendance specialist works individually with students who miss classes regularly. This is part of a the Positive Behavioral Support system being expanded to setting expectations for cultural integration and campus expectations.

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

Students have access to five guidance counselors, a nurse with an aide, four assistant principals, two SRO's, two behavior specialists, two ESE liaisons, a social worker, and a school psychologist. Students with IEP needs may have daily contact with the behavior specialists, and any student in distress is seen by one of the earlier mentioned staff. Teams including guidance and administration meet monthly to review students who have behavioral, academic, and attendance concerns.

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

School's early warning system is monitored by school administrators, counselors, liaisons, the attendance specialist, and other support staff. The following are used to as the schools early warning system:

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Students who fall into one or more of these categories are monitored through School Wide Support meetings, CARE meetings, IEP meetings, and one on one meeting with school counselors.

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	159	167	177	226	729
One or more suspensions	61	53	35	26	175
Course failure in ELA or Math	80	93	105	15	293
Level 1 on statewide assessment	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students who fall into one or more of these categories are monitored through School Wide Support meetings, CARE meetings, IEP meetings, and one on one meetings with school counselors. Teachers, parents, and other support personnel are included in the meetings to help improve the academic success of our students.

An after school math tutoring and assistance program is run year round, Algebra 1A/1B is blocked for those students needs extra instruction time, Reading and English instruction time is extended for level 1 readers, and a Performance Based Diploma program operated every period for students retrieving credits. An attendance specialist works directly with students to improve classroom time.

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

North Port High is the primary public high school for the community and hosts many community events including performing arts and job fairs. Parents are encouraged to attend informational meetings and parent nights prior to school as well as during the year. The community actively participates in fundraising and promotions for the school where the vision of success is communicated. Progress reports are distributed quarterly, and teachers make phone calls home for attendance, academics and to congratulate the family on a student's success.

Sponsored information nights including Open House, Financial Aid, and 11th/12th College Information. All four grades of AICE have individual parent nights.

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

Many community business actively support North Port High. The administrative team, coaches, and many teachers and club sponsors encourage local organizations to participate in SAC, attend sports and fine arts performances, and be visible supports. Many businesses provide financial support or purchase advertising to show their involvement while others donate time as speakers. A new athletic director and assistants have worked directly with their boosters to partner with many businesses.

An intern program is used by many CTE classes for advanced students entering the job arena, and the school system works closely with SCF to offer the maximum DE classes for students. OJT is available for juniors and seniors who need or wish to work as part of their education.

In addition, the school Principal, David Jones, sits on the Economic Development Corporation for the City of North Port.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Jones, David	Principal
Corso, Ron	Assistant Principal
Fusco, Shannon	Assistant Principal
Porinchak, Brad	Assistant Principal
Anderson, Michelle	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 allocates resources to the administrative team, each member of which provides academic support to multiple areas.

Jones- Math, School wide systems

Corso- Social Sciences, Athletics, and Facilities

Porinchak- Science, scheduling

Anderson- CTE, Fine and Performing Arts, clubs and activities

Fusco- English/ Language Arts, LLT, Student Health, World Languages

The administrative team works collaboratively to calibrate educational practices and oversee all areas of student education. Walk-throughs are conducted weekly with discussion of best practices.

Instructional coaching is done one:one as well as in large group professional development.

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 school-based MTSS Leadership Team will employ continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the SLC teams, the SAC and district teams composed of specialists in the areas of instructional need.

On a monthly basis, DBLT in collaboration with SBLT will oversee the implementation of the SIP Plan. Title II funding from the district is used for curriculum related professional development training, including conference registration for teachers that attend trainings related to the content they teach.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mike Endee	Teacher
Steve Bartek	Teacher
Kate Giuffre-Rogers	Teacher
Kevin Brislin	Teacher
David Jones	Principal
Jody Fraser	Business/Community
Nancy DeCarlo	Business/Community
Kay Rampersad	Parent
Eric Johnson	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviews the goals and outcomes of the plan. Success is evaluated. New goals for this year have been revised in format due to new testing platforms and limited test data.

Development of this school improvement plan

The SAC reviews assessment results and needs surveys conducted and gives input into the development of the SIP as well as the final review. They monitor student and school progress, define goals and targets, and report progress. The SAC provide distribution to the public and give input as to the use of school improvement funds and budget.

Preparation of the school's annual budget and plan

In the spring, the SAC and SLT determine and review staffing and support needs. Revisions are made by the principal and submitted to the school board.

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

No current school improvement funds are in use, but a carry over budget funds teacher professional development, classroom requests, instructional materials, and other requests not able to be funded by alternate funds. This year's budget and requests are under review and have not yet been allocated.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Corso, Ron	Assistant Principal
Fusco, Shannon	Assistant Principal
Harris, Vickie	Teacher, K-12
Hawkins, Nancy	Teacher, K-12
Knight, Chris	Teacher, K-12
Reich, Don	Teacher, K-12
Reich, Iliana	Teacher, K-12
Rogers-Giuffre, Kate	Teacher, K-12
sperduto, kelly	Teacher, K-12
Taylor, Beth	Teacher, K-12
Anderson, Michelle	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team works hand in hand with the Differentiated Instruction Team to provide discussion and training in best practices for students at all levels. The team meets monthly, and half the meetings are geared toward requested training. In addition, the team will invite authors, lead a book study, and assist teachers with the literacy and instructional needs during the year. Each month members lead whole faculty PD in Accountable Talk instruction and demonstration. These PD's are in cycles which involve introducing a concept, doing walk through's in classes modeling the practice, then debriefing with discussion.

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

NPBS has made a concerted effort to maintain the collaborative planning which was put in place last year and expand upon it. Most teachers have common planning with at least one prep group. All prep groups meet for a PLC one time per week per the bargaining agreement, and many other groups are also meeting after school. In addition, there are groups of teachers who work with break out groups such as a freshman team, students doing credit retrieval, and those in programs such as AICE, AP, and DE. All prep groups are creating at least one common assessment per quarter, and many are going much further with common weekly assessments.

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

NPBS is well respected in the academic community and attracts many new and experienced teachers locally and from other states. All teachers are certified and in field for their core areas. New teachers are monitored and mentored by multiple experienced faculty and administration to assist their development into highly effective teachers who will be retained and provide outstanding instruction to our students.

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

The mentor and mentee meet biweekly in a professional learning community to discuss planning and instructional needs as well as any other concerns.. Time is given for feedback, coaching and planning. Rationale for pairing includes common content, similar location on campus, and/or similar planning. This program is put in place by the school district.

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

All core areas follow focus guides developed by teams of district teachers. Lesson plans are monitored for alignment to standards through exemplary instructional strategies. New texts, which are state adopted, are selected by school and district teams. These texts are all aligned to Florida standards. Academic, Stem, and CTE programs all have county directors who work directly with DOE personnel to ensure content validity.

District level and school level PD is conducted regularly in aligning teaching to the new standards and proper DOK levels.

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

All core instructional areas build and give at least one common assessment per quarter. These results are analyzed in PLC meetings, and data is used to differentiate and improve instruction. Students having difficulty may be supported by the Freshman Team teacher, ESE and ESOL supports, after school tutoring, and smaller classroom sizes.

Instruction in questioning technique and DOK levels of questions is covered intensively in PD and PLC time. Common assessments are reviewed for level and depth of questioning.

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: After School Program

Minutes added to school year: 3,240

A Math lab is offered after school during the entire school year. Students receive 1-1 assistance with certified teachers.

Strategy Rationale

This additional instruction is provided to students by teachers who work alongside those the students have been in class with. Instructional programs with documented success rates are used.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jones, David, david.p.jones@sarasotacountyschools.net

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

End of Course Assessment data, as well as in class grades, are gathered along with attendance records from the Mathematics lab and after school programs to determine effectiveness of the lab.

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

Incoming 9th grade cohorts choose and are registered for classes during the 8th grade year. School counselors work together to place students appropriately. ESE, AICE, and ESOL co-ordinators also participate. Prior to entry, the new 9th grade class goes through an intensive half day induction with guided tours by current students included. There is a 9th grade freshman team to which membership is requested by students and parents. Also, AICE students have a co-ordinator who meets regularly with their classes to guide and advise them.

As they approach graduation, seniors work with counselors and the career center to apply for scholarships, consider vocations and the military. The MTSS team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, SLC, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions. For those students who require additional resources or testing, the team will direct services to them.

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

Counselors meet with students one on one to discuss their academic and career goals and work out a schedule to help them meet those goals. Teachers have discussions with students, recommending

them for appropriate classes. The program of studies and a list of career websites are available to students to research on the school's website. Students complete a personalized plan to assist them with planning their academic courses throughout high school. Career advising through work values and interest surveys allow students to prepare for their future following high school and explore career opportunities. Seniors are able to take an executive intern class that prepares them for a professional working environment and helps them explore career interests in a hands-on environment. Students participate in mock interviews, résumé building workshops and job shadowing throughout the course. The career lab is used daily by students to develop resumes, fill out college applications, and track volunteer hours. College also use this location to host on site visits to our campus.

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

NPHS offers several (CTE) course at NPHS related to a specific fields such as Commercial Foods, Intro to Information Technology, Digital Design, PC Support, Web Design, Criminal Justice, Drafting, Construction, Health Science, and Early Childhood that give students opportunities to learn and have hand-on experiences.

A STEM community was begun in 2011-12 with the emphasis on integrating these subjects using a team teaching approach focused on applied engineering.

Over 100 students travel daily to STC for CTE classes, and the construction of a local campus has begun in conjunction with the city of North Port

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

Students at North Port High School are provided a variety of experiences throughout their high school career to ensure that they are prepared for postsecondary plans. School counselors encourage students to take Advanced Placement, Dual Enrollment, Cambridge Advanced International Certificate of Education, and honors classes by promoting these programs to students during conferences throughout the school year and during registration each spring. Students are also identified as potential AP students based on PSAT scores and a letter is sent home to parents listing available AP courses for these students. By participating in the AP, AICE, and DE programs, students are provided the opportunity to earn college credit while still attending high school. Students are also provided the opportunity to participate in several CTE programs at NPHS or at Sarasota Technical College to prepare them for future careers. Students who are interested in possibly entering the military after graduation are provided with opportunities to meet with recruiters who visit the campus several times each year. Each student is scheduled to speak with a school counselor regarding course selection and their post-secondary plans each spring. Students with disabilities meet with a liaison during their senior year to establish a post-secondary plan. Students who speak English as their other language meet with school's ESOL liaison during their senior year to establish a plan after high school with the assistance of a school counselor. Guidance staff encourages students to participate in taking the ACT, SAT and/or PERT exams during their junior year. The guidance department hosts a junior and senior parent night annually where information is communicated to parents and students about planning for post-secondary education. Handouts are distributed during these meetings giving additional information on resources and opportunities for students. A senior newsletter is provided to all seniors throughout the year with important information that helps them plan for their next academic step. Members of the North Port High School community are also able to gather information regarding scholarships, financial aid, college requirements, and graduation information from the school's guidance website. Financial Aid Night is scheduled to review information on Bright Futures, scholarships, grants, and loans. College admissions representatives visit the high school regularly and students are able to gather information during these visits regarding a particular college or university that they may be interested in attending. Seniors complete a survey at the end of their senior year giving the school data on their future plans.

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

The report is analyzed by administration and a team of school leaders who look for areas of concern and make changes for the coming year. This year two counselors and an administrator are working directly with the seniors as a transition team to graduation and successful post secondary plans.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

NPBS has many strengths which include the local community and the school's position as a stand alone high school, teachers who live and work in this community, and an expansive array of college level curriculum, CTE courses and a joint school/community performing arts center.

Areas of need are the diverse culture and demographics of the student population, the high free and reduced lunch rate, and the lack of an alumni in this new community.

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2016, there will be a reduction of suspensions by 1%
- G2.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3&4). Biology EOC
- G3.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3&4) Algebra 1 and Geometry
- G4.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3&4) FSA Grades 9&10
- G5.** For the school year 2015-16 there will be a .4 % reduction in the students who drop out of school and a 4% increase in the number of students graduating.

Strategic Goals Detail

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

G1. By the year 2016, there will be a reduction of suspensions by 1% 1a

G072379

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	5.0

Resources Available to Support the Goal 2

- one year attendance specialist
- two behavior specialists

Targeted Barriers to Achieving the Goal 3

- large range of demographics and cultures
- high free and reduced rate
- lack of community interventions and mental health support

Plan to Monitor Progress Toward G1. 8

daily attendance reports are run and used by the attendance specialist. Follow up by administration

Person Responsible

Mike Endee

Schedule

Daily, from 10/1/2015 to 5/25/2016

Evidence of Completion

Project 10 data and renaissance celebration

G2. By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3&4). Biology EOC **1a**

 G072380

Targets Supported **1b**

Indicator	Annual Target
Bio I EOC Pass	66.0

Resources Available to Support the Goal **2**

- study of standards and best teaching practices in PLC
- Accountable talk training through PD at the school and district level
- Common planning time

Targeted Barriers to Achieving the Goal **3**

- turnover of science specialist providing coordinated support

Plan to Monitor Progress Toward G2. **8**

feedback from PD and data analysis

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 9/1/2015 to 5/1/2016

Evidence of Completion

data analysis of benchmark assessments

G3. By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3&4) Algebra 1 and Geometry **1a**

G072381

Targets Supported **1b**

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	66.0

Resources Available to Support the Goal **2**

- collaborative planning
- district led pd on instructional methodology

Targeted Barriers to Achieving the Goal **3**

- lack of understanding and use of data assessment

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

district progress monitoring assessments

Person Responsible

Brad Porinchak

Schedule

On 5/1/2016

Evidence of Completion

teacher PLC notes and individual meetings

G4. By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3&4) FSA Grades 9&10 1a

 G072382

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	58.0

Resources Available to Support the Goal 2

- LLT monthly PD on Accountable Talk
- Kevin Baird training for Leadership Team

Targeted Barriers to Achieving the Goal 3

- developing PD for teachers with one year of prior experience
- time for common planning to discuss instructional needs

Plan to Monitor Progress Toward G4. 8

data from quarterly common assessments

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

data from common assessments- evidence of progress toward success

G5. For the school year 2015-16 there will be a .4 % reduction in the students who drop out of school and a 4% increase in the number of students graduating. 1a

G072383

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	84.0
Dropout Rate	0.7

Resources Available to Support the Goal 2

- Guidance, Performance Based Diploma Program, Project 10
- Local and experienced staff including an attendance specialist

Targeted Barriers to Achieving the Goal 3

- Students behind on thier graduation credits.
- The range of cultures and demographics with extreme needs

Plan to Monitor Progress Toward G5. 8

Progress monitoring of
9th-12th grade graduation
status with GPA,
attendance

Person Responsible

Ron Corso

Schedule

Weekly, from 10/1/2015 to 5/25/2016

Evidence of Completion

Graduation rates and numbers of students with credits at grade level.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2016, there will be a reduction of suspensions by 1% **1**

 G072379

G1.B1 large range of demographics and cultures **2**

 B188652

G1.B1.S1 develop a common school culture **4**

 S200118

Strategy Rationale

to reduce friction among students

Action Step 1 **5**

Attendance, guidance, and administration will monitor and intervene when students show a need.

Person Responsible

Ron Corso

Schedule

Daily, from 9/1/2015 to 5/2/2016

Evidence of Completion

attendance and discipline reports

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

project 10 meetings

Person Responsible

Ron Corso

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

guidance notes and graduation rate showing successful student progress

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

Person Responsible

Schedule

Evidence of Completion

G2. By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3&4). Biology EOC **1**

G072380

G2.B1 turnover of science specialist providing coordinated support **2**

B188655

G2.B1.S1 Have more targeted training on PD days **4**

S200119

Strategy Rationale

allow in depth look at data and target deficiencies

Action Step 1 **5**

Staff will select PD which allows in depth data analysis

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 9/1/2015 to 5/1/2016

Evidence of Completion

analysis of data after study

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

Teachers will evaluate the effectiveness of teaching strategies

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 9/1/2015 to 5/1/2016

Evidence of Completion

improvement in benchmark assessments to reach target

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

Staff will evaluate quarterly assessment results

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 9/1/2015 to 5/1/2016

Evidence of Completion

data of success rate from benchmark assessments should show improved scores

G3. By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3&4) Algebra 1 and Geometry 1

 G072381

G3.B1 lack of understanding and use of data assessment 2

 B188656

G3.B1.S1 Teachers are offered multiple professional developments on teaching methodology 4

 S200120

Strategy Rationale

to tie best practices to current teaching resources

Action Step 1 5

Teachers are offered PD to effectively understand and utilize standards

Person Responsible

Mike Endee

Schedule

Quarterly, from 9/1/2015 to 5/1/2016

Evidence of Completion

data from common assessments and PD feedback

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

feedback from PD and discussion of success in PLC's

Person Responsible

Mike Endee

Schedule

Weekly, from 9/1/2015 to 5/1/2016

Evidence of Completion

improvement of common benchmark assessments

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

discussion in PLC's and success of benchmark assessments

Person Responsible

Mike Endee

Schedule

Quarterly, from 9/1/2015 to 5/1/2016


Evidence of Completion

improvement in benchmark assessments


G4. By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3&4) FSA Grades 9&10 **1**

 G072382

G4.B1 developing PD for teachers with one year of prior experience **2**

 B188657

G4.B1.S1 LLT and DI training on DOE examples **4**

 S200121

Strategy Rationale

Give teachers and students experience in the test

Action Step 1 **5**

Teachers will deconstruct strategies and review test examples prior to presenting them to students.

Person Responsible

Shannon Fusco

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

teacher sign in sheets for PD

Action Step 2 **5**

Accountable Talk PD for classroom use

Person Responsible

Shannon Fusco

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

sign in sheets

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

PLC reviews of common assessments

Person Responsible

Shannon Fusco

Schedule

Weekly, from 9/1/2015 to 5/2/2016

Evidence of Completion

data on success of common assessments

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

data from common assessments

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2015 to 5/2/2016

Evidence of Completion

success of common assessments quarterly

G5. For the school year 2015-16 there will be a .4 % reduction in the students who drop out of school and a 4% increase in the number of students graduating. 1

G072383

G5.B1 Students behind on thier graduation credits. 2

B188659

G5.B1.S1 Identifying students that are behind credits for their cohort and scheduling into PBD program

4

S200122

Strategy Rationale

to assist student who are not ready for graduation

Action Step 1 5

Weekly monitoring of
9th-12th grade graduation
status with GPA,
attendance, credits

Person Responsible

Shannon Fusco

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

Graduation rates and students on track with credits.

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

regular monitoring of student success

Person Responsible

Shannon Fusco

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Evidence of Completion

student grades, benchmark assessments, attendance rates

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

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Attendance, guidance, and administration will monitor and intervene when students show a need.	Corso, Ron	9/1/2015	attendance and discipline reports	5/2/2016 daily
G2.B1.S1.A1	Staff will select PD which allows in depth data analysis	Porinchak, Brad	9/1/2015	analysis of data after study	5/1/2016 quarterly
G3.B1.S1.A1	Teachers are offered PD to effectively understand and utilize standards	Endee, Mike	9/1/2015	data from common assessments and PD feedback	5/1/2016 quarterly
G4.B1.S1.A1	Teachers will deconstruct strategies and review test examples prior to presenting them to students.	Fusco, Shannon	9/1/2015	teacher sign in sheets for PD	5/2/2016 monthly
G5.B1.S1.A1	Weekly monitoring of 9th-12th grade graduation status with GPA, attendance, credits	Fusco, Shannon	9/1/2015	Graduation rates and students on track with credits.	5/2/2016 monthly
G4.B1.S1.A2	Accountable Talk PD for classroom use	Fusco, Shannon	9/1/2015	sign in sheets	5/2/2016 monthly
G1.MA1	daily attendance reports are run and used by the attendance specialist. Follow up by administration	Endee, Mike	10/1/2015	Project 10 data and renaissance celebration	5/25/2016 daily
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	project 10 meetings	Corso, Ron	9/1/2015	guidance notes and graduation rate showing successful student progress	5/2/2016 monthly
G2.MA1	feedback from PD and data analysis	Porinchak, Brad	9/1/2015	data analysis of benchmark assessments	5/1/2016 quarterly
G2.B1.S1.MA1	Staff will evaluate quarterly assessment results	Porinchak, Brad	9/1/2015	data of success rate from benchmark assessments should show improved scores	5/1/2016 quarterly
G2.B1.S1.MA1	Teachers will evaluate the effectiveness of teaching strategies	Porinchak, Brad	9/1/2015	improvement in benchmark assessments to reach target	5/1/2016 quarterly
G3.MA1	district progress monitoring assessments	Porinchak, Brad	10/1/2015	teacher PLC notes and individual meetings	5/1/2016 one-time
G3.B1.S1.MA1	discussion in PLC's and success of benchmark assessments	Endee, Mike	9/1/2015	improvement in benchmark assessments	5/1/2016 quarterly
G3.B1.S1.MA1	feedback from PD and discussion of success in PLC's	Endee, Mike	9/1/2015	improvement of common benchmark assessments	5/1/2016 weekly
G4.MA1	data from quarterly common assessments	Fusco, Shannon	9/1/2014	data from common assessments-evidence of progress toward success	5/1/2015 quarterly
G4.B1.S1.MA1	data from common assessments	Fusco, Shannon	9/1/2015	success of common assessments quarterly	5/2/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	PLC reviews of common assessments	Fusco, Shannon	9/1/2015	data on success of common assessments	5/2/2016 weekly
G5.MA1	Progress monitoring of 9th-12th grade graduation status with GPA, attendance	Corso, Ron	10/1/2015	Graduation rates and numbers of students with credits at grade level.	5/25/2016 weekly
G5.B1.S1.MA1	[no content entered]			one-time	
G5.B1.S1.MA1	regular monitoring of student success	Fusco, Shannon	9/1/2015	student grades, benchmark assessments, attendance rates	5/2/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3&4). Biology EOC

G2.B1 turnover of science specialist providing coordinated support

G2.B1.S1 Have more targeted training on PD days

PD Opportunity 1

Staff will select PD which allows in depth data analysis

Facilitator

Andrea Davis

Participants

Science teachers

Schedule

Quarterly, from 9/1/2015 to 5/1/2016

G3. By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across level 3&4) Algebra 1 and Geometry

G3.B1 lack of understanding and use of data assessment

G3.B1.S1 Teachers are offered multiple professional developments on teaching methodology

PD Opportunity 1

Teachers are offered PD to effective understand and utilize standards

Facilitator

Andrea Davis

Participants

math teachers

Schedule

Quarterly, from 9/1/2015 to 5/1/2016

G4. By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency (across levels 3&4) FSA Grades 9&10

G4.B1 developing PD for teachers with one year of prior experience

G4.B1.S1 LLT and DI training on DOE examples

PD Opportunity 1

Teachers will deconstruct strategies and review test examples prior to presenting them to students.

Facilitator

LLT teachers

Participants

All teachers

Schedule

Monthly, from 9/1/2015 to 5/2/2016

PD Opportunity 2

Accountable Talk PD for classroom use

Facilitator

LLT team

Participants

All teachers

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Technical Assistance Items

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

G1. By the year 2016, there will be a reduction of suspensions by 1%

G1.B1 large range of demographics and cultures

G1.B1.S1 develop a common school culture

PD Opportunity 1

Attendance, guidance, and administration will monitor and intervene when students show a need.

Facilitator

administration

Participants

all staff

Schedule

Daily, from 9/1/2015 to 5/2/2016

G5. For the school year 2015-16 there will be a .4 % reduction in the students who drop out of school and a 4% increase in the number of students graduating.

G5.B1 Students behind on their graduation credits.

G5.B1.S1 Identifying students that are behind credits for their cohort and scheduling into PBD program

PD Opportunity 1

Weekly monitoring of 9th-12th grade graduation status with GPA, attendance, credits

Facilitator

district

Participants

counselors, liaisons, administrators

Schedule

Monthly, from 9/1/2015 to 5/2/2016

Budget

Budget Data

1	G1.B1.S1.A1	Attendance, guidance, and administration will monitor and intervene when students show a need.	\$0.00
2	G2.B1.S1.A1	Staff will select PD which allows in depth data analysis	\$0.00
3	G3.B1.S1.A1	Teachers are offered PD to effectively understand and utilize standards	\$0.00
4	G4.B1.S1.A1	Teachers will deconstruct strategies and review test examples prior to presenting them to students.	\$0.00
5	G4.B1.S1.A2	Accountable Talk PD for classroom use	\$0.00
6	G5.B1.S1.A1	Weekly monitoring of 9th-12th grade graduation status with GPA, attendance, credits	\$0.00
Total:			\$0.00