

Sarasota County Schools

North Port High School



2016-17 Schoolwide Improvement Plan

North Port High School

6400 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/northporthigh

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	B

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for North Port High School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

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

North Port High School is a large, comprehensive high school serving the city of North Port. It was built and has grown along with the new community, so that their cultures are interwoven. North Port High encourages teachers to focus students at the center of the learning process and develop a classroom culture that fosters mutual respect, hard work, and a passion for learning. 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 supports the African American community in building relationships and supporting students through their culture.

Our Renaissance program celebrates and rewards students who earn a 3.0 GPA or higher each quarter, or who have shown improvement in attendance, academic performance, and discipline from the prior quarter.

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

North Port High School is a large open campus, but it is well staffed by observant and friendly faculty and staff. There are four Assistant Principals, two SRO's and four campus security aides who are designated areas of supervision before, during and after school. 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 or emotional assistance. Student Government is active in helping to advise the Principal of student concerns as well. At large after school activities and athletic events additional SRO's and administration from visiting schools are also in attendance.

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

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, and 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 an on-site mentor throughout their first year through the Sarasota County Induction Program (SCIP).

A Renaissance reward program is used to support positive behaviors and academic performance, 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.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

North Port students are assigned their guidance counselor by last name, and work with that same counselor through the end of their junior year. Their senior year, students work with a senior counselor who specializes in supporting students to complete with their final graduation requirements and college or career plans post graduation. Students are also supported by our clinic nurse and 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 aforementioned staff. Our School Wide Support Team, including guidance and administration, meet weekly to review students who have behavioral, academic, and/or attendance concerns. Beyond our school-based support, North Port High connects students additional services and resources within the community through SEDNET referrals as needed. All school administrators maintain an open door policy, and students know they can approach any staff member with any issue and we will find them the support they need.

3. Early Warning Systems

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

a. 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 as the school's early warning system indicators:

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 Team meetings, CARE meetings, IEP meetings, and one-on-one meetings with school counselors.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	86	86	76	111	359
One or more suspensions	0	0	0	0	0	0	0	0	0	71	82	68	32	253
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	80	93	105	15	293
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

c. 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 and reviewed through School Wide Support Team meetings, CARE meetings, IEP meetings, and one on one meetings with school counselors. Teachers, parents, and other support personnel are included in the meetings so that a shared decision regarding an action plan can best support 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 need 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 increase the amount of time spent in class.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

North Port High is the primary public high school for the community and hosts many community events including performing arts presentations 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.

Daily academic performance, attendance, and quarterly progress reports are available to students and families electronically via Gradebook, and for families without electronic access, progress reports are distributed quarterly. Teachers also make phone calls home for attendance, academic

performance and to congratulate the family on a student's success. Administration communicates special events and reminders to families via ConnectEd and the Remind app. Sponsored information nights including Open House, Financial Aid, and 11th/12th College Information. All four grades of AICE have individual parent nights.

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

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 sport 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. The 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Johnson, Brandon	Principal
Corso, Ron	Assistant Principal
Fusco, Shannon	Assistant Principal
Porinchak, Brad	Assistant Principal
Shurley, Ryan	Assistant Principal
Beach, Rose	School Counselor
O'Gorman, Victoria	Teacher, ESE
Harris, Vickie	Teacher, K-12
Hogue, Deborah	Teacher, K-12
Caracciolo, Teresa	Teacher, K-12
Carney, Charles	Teacher, K-12
Knight, Christopher	Teacher, K-12

b. Duties

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

The Principal allocates resources to the administrative team, each member of which provides academic support to multiple areas.
 Johnson- Fine and Performing Arts, School wide systems
 Corso- Social Sciences, Athletics, and Facilities

Porinchak- Science, Scheduling

Shurley- Math, clubs and activities

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

The administrative team works collaboratively to align educational practices with school-based needs and district initiatives, 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.

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

The 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.

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews the goals and outcomes outlined in the plan, evaluates the success of the strategies and resources used, and analyzes end of year performance data.

b. Development of this school improvement plan

The administrative team reviews the School Improvement Plan (SIP) annually. The team uses data to develop the initial SIP before presenting it to the School Advisory Council (SAC). The SAC also reviews assessment results and needs assessments and before providing input into the development of the School Improvement Plan as well as the final review. They monitor student and school progress, define goals and targets, and report progress. The SAC provides distribution to the public and gives input as to the use of school improvement funds and budget.

c. Preparation of the school's annual budget and plan

In the spring, the School Leadership Team determines and reviews staffing and support needs. School Advisory Council reviews these recommendations and provides input. Revisions are made by the principal and submitted to the school board for final approval.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Johnson, Brandon	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
Shurley, Ryan	Assistant Principal
Carney, Charles	Teacher, K-12

b. Duties

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

The Literacy Leadership Team works provide discussion and professional development in best practices for students at all levels. 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 professional development in Accountable Talk instruction and demonstration. These PDs are in cycles which involve introducing a concept, doing walk throughs in classes modeling the practice, then debriefing with discussion.

D. Public and Collaborative Teaching

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

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

North Port High School has made a concerted effort to schedule teachers so that they share common planning with at least one common prep group. All prep groups meet in professional learning communities (PLC) weekly to review what they are teaching, plan common formative and summative assessments, discuss the results of those assessments and monitor student learning, and discuss interventions for students or modifications to instruction as needed. Lesson plans and PLC notes are submitted weekly to the designated administrator over each department. Additionally, there are groups of teachers who work with break out groups such as a freshman team, students on credit retrieval, and those in programs such as AICE, AP, and DE. All prep groups create at least one common assessment per quarter, and many use weekly common assessments to monitor student progress.

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

North Port High School 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 mentored by experienced faculty through the Sarasota County Induction Program (SCIP), and closely monitored by and coached by administration to assist their development into highly effective teachers who will be retained and provide outstanding instruction to our students.

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

North Port High School's new-hire teachers are paired with an on-site mentor who has been trained to support them in the district's comprehensive mentoring program, SCIP. 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, a close proximity on campus, and/or similar planning. All SCIP mentors receive a standard financial compensation for their support to their mentees.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All core areas follow Instructional Focus Guides that are developed by teams of district teachers and aligned with the Florida Standards. Lesson plans are monitored for alignment to standards through exemplary instructional strategies. New texts, which are state adopted and aligned to the Florida Standards, are selected by school and district teams. Academic, Stem, and CTE programs all have

county directors who work directly with DOE personnel to ensure content validity. District and school level professional development is provided regularly to support teachers in aligning their instruction and assessment to the Florida Standards and the appropriate level of Depth of Knowledge.

b. Instructional Strategies

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

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.

Instructional support in questioning techniques and designing tasks and questions that push students to deeper levels of thinking is covered intensively in PD and PLC time. Common assessments are reviewed for level and depth of questioning.

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

Strategy: 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

Shurley, Ryan, ryan.shurley@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 be analyzed and determine effectiveness of the lab.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 coordinators also participate. Prior to entry, the new 9th grade class goes through an intensive half day induction with guided tours by current student volunteers, the Link Crew..There is a 9th grade freshman team to which membership is requested by students and parents. Also, AICE students have a coordinator 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 colleges and scholarships, as well as consider vocations and/or 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.

b. College and Career Readiness

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

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. Colleges also use this location to host on site visits to our campus.

2. 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, Law Studies, Construction, Health Science, and Early Childhood Education 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

3. 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.

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

NPHS 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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** For the 2016-2017 school year, 95 percent of our students will have an attendance rate of 90% or higher.
- G2.** By the end of School Year 2017, there will be a reduction of the numbers of days of suspension by 10%. There were 1085 days of suspension for SY 2016.
- G3.** By May 2017, there will be a minimum six percentage increase when less than 75% of students are currently demonstrating proficiency on the US History EOC.
- G4.** By May 2017, there will be a minimum of a six percentage increase in the number of students demonstrating proficiency when less than 70% are currently demonstrating proficiency (across levels 3&4). Biology EOC
- G5.** By May 2017, 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.
- G6.** By May 2017, there will be a minimum of a six percentage point increase in the number of students not proficient on the FSA Grades 9&10.
- G7.** For the school year 2016-17 there will be a 4% reduction in the number of students who drop out of school and a 7% increase in the number of students graduating with their cohort.

Strategic Goals Detail

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

G1. For the 2016-2017 school year, 95 percent of our students will have an attendance rate of 90% or higher. 1a

G085716

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0

Targeted Barriers to Achieving the Goal 3

- Sixty percent of students come from low income families.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance specialist, guidance department and Project 10 team.

Plan to Monitor Progress Toward G1. 8

Attendance reports will indicate progress towards reaching annual attendance goal.

Person Responsible

Mike Endee

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Attendance reports will indicate a decrease in absenteeism.

G2. By the end of School Year 2017, there will be a reduction of the numbers of days of suspension by 10%. There were 1085 days of suspension for SY 2016. 1a

G085717

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	109.0

Targeted Barriers to Achieving the Goal 3

- High numbers of disruptive behaviors
- Lack of community interventions and mental health support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Two behavior specialists
- Professional development to support student engagement
- Restorative Practices

Plan to Monitor Progress Toward G2. 8

Discipline reports will be run by administration.

Person Responsible

Brad Porinchak

Schedule

Weekly, from 10/1/2016 to 5/25/2017

Evidence of Completion

Weekly discipline reports will show a rate of weekly suspensions on target with this goal.

G3. By May 2017, there will be a minimum six percentage increase when less than 75% of students are currently demonstrating proficiency on the US History EOC. 1a

G085718

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	75.0

Targeted Barriers to Achieving the Goal 3

- Shifting teacher mindset to a student-centered learning model.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District and school level professional development on accountable talk and tasks

Plan to Monitor Progress Toward G3. 8

Benchmark assessment results

Person Responsible

Ron Corso

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Benchmark assessment results

G4. By May 2017, there will be a minimum of a six percentage increase in the number of students demonstrating proficiency when less than 70% are currently demonstrating proficiency (across levels 3&4).
Biology EOC 1a

G085719

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	66.0

Targeted Barriers to Achieving the Goal 3

- Continuing to implement accountable talk strategies geared towards science

Resources Available to Help Reduce or Eliminate the Barriers 2

- Study of standards and best teaching practices in PLC
- Accountable talk and task training through PD at the school and district level with Ryan Miller
- USA Test Prep for Biology training and software

Plan to Monitor Progress Toward G4. 8

Feedback from PD and data analysis.

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Implementation of PD strategies and data analysis of benchmark assessments

G5. By May 2017, 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

G085720

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	61.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of test specifications and use of data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative planning
- District professional development on standards and mathematical practices alignment via Design to Align
- Professional development on test specifications
- Instructional initiatives including accountable talk to deepen students thinking and understanding

Plan to Monitor Progress Toward G5. 8

District progress monitoring assessments

Person Responsible

Ryan Shurley

Schedule

On 5/1/2017

Evidence of Completion

Teacher PLC notes, individual meetings, classroom observations, and benchmark assessment data.

G6. By May 2017, there will be a minimum of a six percentage point increase in the number of students not proficient on the FSA Grades 9&10. 1a

G085721

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Time and substitutes for large group professional development.
- Time for common planning to discuss instructional needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LLT monthly PD on Accountable Talk.
- In house professional development on standards.

Plan to Monitor Progress Toward G6. 8

Data from quarterly common assessments.

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Data from common assessments- evidence of progress toward success.

G7. For the school year 2016-17 there will be a 4% reduction in the number of students who drop out of school and a 7% increase in the number of students graduating with their cohort. 1a

G085722

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	85.0
Dropout Rate	2.0

Targeted Barriers to Achieving the Goal 3

- Students are behind on their graduation credits and other requirements.
- There is a range of cultures and demographics with extreme needs.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G7. 8

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

Person Responsible

Shannon Fusco

Schedule

Weekly, from 9/1/2016 to 5/31/2017

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. For the 2016-2017 school year, 95 percent of our students will have an attendance rate of 90% or higher.

1

 G085716

G1.B1 Sixty percent of students come from low income families. **2**

 B227742

G1.B1.S1 Attendance specialist and truancy officer will monitor student absences, communicate missed classes with families, and enforce legal consequences of high incidence of unexcused absences. Students with excessive unexcused absences/tardies will be brought up to SWST. **4**

 S240301

Strategy Rationale

Enforce compulsory attendance and provide additional support through wrap-around agencies such as SEDNET.

Action Step 1 **5**

Review daily attendance reports for students with multiple unexcused absences and families/guidance will be notified.

Person Responsible

Mike Endee

Schedule

Daily, from 9/1/2016 to 5/31/2017

Evidence of Completion

Attendance reports, SWST meeting notes.

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

Attendance reports and SWST notes will indicate students of concern regarding attendance.

Person Responsible

Mike Endee

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Daily attendance reports, log of parent contact, SWST notes

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

Renaissance celebrations will track and reward students with strong attendance

Person Responsible

Mike Endee

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Decreased absenteeism

G2. By the end of School Year 2017, there will be a reduction of the numbers of days of suspension by 10%. There were 1085 days of suspension for SY 2016. 1

G085717

G2.B1 High numbers of disruptive behaviors 2

B227743

G2.B1.S1 RTI Forms 4

S240302

Strategy Rationale

Documents interventions prior to a school referral.

Action Step 1 5

RTI forms will document teacher interventions for negative behaviors before writing a district referral.

Person Responsible

Ron Corso

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

RTI forms will be collected when processing referrals.

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

RTI forms will be reviewed by administration when processing referrals.

Person Responsible

Ron Corso

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

RTI documentation will be checked on district referrals when being processed.

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

RTI forms will be reviewed by administration when processing referrals.

Person Responsible

Ron Corso

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

RTI documentation will be checked on district referrals when being processed.

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

RTI forms will be reviewed by administration when processing referrals.

Person Responsible

Ron Corso

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

RTI documentation will be checked on district referrals when being processed.

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

The number of suspensions will be monitored.

Person Responsible

Ron Corso

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Low weekly suspension rates.

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

The number of suspensions will be monitored.

Person Responsible

Ron Corso

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Low weekly suspension rates.

G2.B1.S2 Restorative Practice Forms 4

 S240303

Strategy Rationale

Documents and provides proactive strategies to reduce negative behaviors for a student in crisis or conflict

Action Step 1 5

Administration will document proactive strategies for students in crisis and conflict

Person Responsible

Brad Porinchak

Schedule

Daily, from 9/1/2016 to 5/31/2017

Evidence of Completion

Restorative Practice forms will provide documentation of these interventions.

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

When processing student referrals, student files will be checked for restorative practice documentation.

Person Responsible

Brad Porinchak

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Restorative practice forms.

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

Weekly discipline reports will monitor suspension rates

Person Responsible

Brad Porinchak

Schedule

Weekly, from 9/1/2016 to 5/31/2017


Evidence of Completion

Weekly discipline reports

G2.B2 Lack of community interventions and mental health support **2**

 B227744

G2.B2.S1 Guidance will provide students and families with SEDNET referrals. **4**

 S240304

Strategy Rationale

Students and families will be able to receive concentrated support to meet their social/emotional needs.

Action Step 1 **5**

Refer students with extraordinary social/emotional needs to SEDNET.

Person Responsible

Mike Endee

Schedule

Weekly, from 9/1/2016 to 5/1/2017

Evidence of Completion

SEDNET referrals.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Struggling students will be reviewed at SWST meetings.

Person Responsible

Mike Endee

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Discipline reports will be reviewed.

Person Responsible

Mike Endee

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Discipline reports will be run weekly to review the effectiveness of services through SEDNET referrals in reducing negative behaviors on campus.

G3. By May 2017, there will be a minimum six percentage increase when less than 75% of students are currently demonstrating proficiency on the US History EOC. 1

G085718

G3.B1 Shifting teacher mindset to a student-centered learning model. 2

B227745

G3.B1.S1 Reflective Thinking professional development focused on strategies to increase student engagement. 4

S240305

Strategy Rationale

Support student accountability to the content, to rigorous thinking, and to the learning community.

Action Step 1 5

Continuous professional development in the social studies department to increase literacy and higher level thinking.

Person Responsible

Ron Corso

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

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

Review PLC notes, PD sign in sheets, observations and conversations

Person Responsible

Ron Corso

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

PLC notes, PD sign in sheets, observation notes

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

Conduct classroom observations and review benchmark assessment data

Person Responsible

Ron Corso

Schedule

Weekly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Ongoing observation notes, classroom visits, teacher post-conference notes, assessment data

G4. By May 2017, there will be a minimum of a six percentage increase in the number of students demonstrating proficiency when less than 70% are currently demonstrating proficiency (across levels 3&4).
Biology EOC 1

G085719

G4.B1 Continuing to implement accountable talk strategies geared towards science 2

B227746

G4.B1.S1 Have more targeted training on accountable talk and USA test prep 4

S240306

Strategy Rationale

Provide strategies for teachers to increase student engagement and formatively assess students to monitor progress

Action Step 1 5

Targeted training on accountable talk and USA test prep will be provided.

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 9/1/2016 to 5/1/2017

Evidence of Completion

analysis of data after study

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

PLC discussions, classroom observations, USA test prep and benchmark assessment data.

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 8/29/2016 to 5/1/2017

Evidence of Completion

PLC notes, ongoing observation notes, data analysis

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

Staff will analyze quarterly assessment results

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Data of success rate from benchmark assessments should show improved scores USA Test Prep data analysis

G5. By May 2017, 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

G085720

G5.B1 Lack of understanding of test specifications and use of data 2

B227747

G5.B1.S1 Teachers are offered district and school-based professional developments on standards and mathematical practices alignment using Design to Align. 4

S240307

Strategy Rationale

Better align instruction and assessment to standards use accountable talk and tasks to deepen students thinking.

Action Step 1 5

Teachers are offered PD to better understand and utilize state standards to drive instruction and assessment

Person Responsible

Ryan Shurley

Schedule

Quarterly, from 9/1/2016 to 5/1/2017

Evidence of Completion

data from common assessments and PD feedback

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

Review feedback from PD and analyze data during PLCs

Person Responsible

Ryan Shurley

Schedule

Weekly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Teacher feedback and common assessment data.

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

Discussion in PLC's and success of benchmark assessments

Person Responsible

Ryan Shurley

Schedule

Quarterly, from 9/1/2016 to 5/1/2017

Evidence of Completion

Improvement in benchmark assessments performance.

G6. By May 2017, there will be a minimum of a six percentage point increase in the number of students not proficient on the FSA Grades 9&10. 1

G085721

G6.B1 Time and substitutes for large group professional development. 2

B227748

G6.B1.S1 District funding to provide substitutes during teacher PD. 4

S240308

Strategy Rationale

Provide teachers time to collaborate in using standards and instructional strategies.

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 9/1/2016 to 5/2/2017

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 9/1/2016 to 5/2/2017

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

PLC reviews of common assessments and instructional strategies.

Person Responsible

Shannon Fusco

Schedule

Weekly, from 9/1/2016 to 5/2/2017

Evidence of Completion

Data on success of common assessments.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Data from common assessments.

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2016 to 5/2/2017

Evidence of Completion

Success of common assessments.

G7. For the school year 2016-17 there will be a 4% reduction in the number of students who drop out of school and a 7% increase in the number of students graduating with their cohort. 1

G085722

G7.B1 Students are behind on their graduation credits and other requirements. 2

B227750

G7.B1.S1 Identifying students that are behind credits for their cohort and scheduling into PBD program.

4

S240309

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 9/1/2016 to 6/2/2017

Evidence of Completion

Graduation rate and students on track with credits.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Regular monitoring of student academic success

Person Responsible

Shannon Fusco

Schedule

Monthly, from 9/1/2016 to 5/2/2017

Evidence of Completion

Student grades, benchmark assessments, attendance rates

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Monitor student progress towards meeting graduation requirements

Person Responsible

Shannon Fusco

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Student grades, attendance rates.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G4.MA1 M319421	Feedback from PD and data analysis.	Porinchak, Brad	9/1/2016	Implementation of PD strategies and data analysis of benchmark assessments	5/1/2017 quarterly
G5.MA1 M319424	District progress monitoring assessments	Shurley, Ryan	10/1/2016	Teacher PLC notes, individual meetings, classroom observations, and benchmark assessment data.	5/1/2017 one-time
G6.MA1 M319427	Data from quarterly common assessments.	Fusco, Shannon	9/1/2016	Data from common assessments-evidence of progress toward success.	5/1/2017 quarterly
G2.B2.S1.A1 A311045	Refer students with extraordinary social/emotional needs to SEDNET.	Endee, Mike	9/1/2016	SEDNET referrals.	5/1/2017 weekly
G4.B1.S1.MA1 M319419	Staff will analyze quarterly assessment results	Porinchak, Brad	9/1/2016	Data of success rate from benchmark assessments should show improved scores USA Test Prep data analysis	5/1/2017 quarterly
G4.B1.S1.MA1 M319420	PLC discussions, classroom observations, USA test prep and benchmark assessment data.	Porinchak, Brad	8/29/2016	PLC notes, ongoing observation notes, data analysis	5/1/2017 quarterly
G4.B1.S1.A1 A311047	Targeted training on accountable talk and USA test prep will be provided.	Porinchak, Brad	9/1/2016	analysis of data after study	5/1/2017 quarterly
G5.B1.S1.MA1 M319422	Discussion in PLC's and success of benchmark assessments	Shurley, Ryan	9/1/2016	Improvement in benchmark assessments performance.	5/1/2017 quarterly
G5.B1.S1.MA1 M319423	Review feedback from PD and analyze data during PLCs	Shurley, Ryan	9/1/2016	Teacher feedback and common assessment data.	5/1/2017 weekly
G5.B1.S1.A1 A311048	Teachers are offered PD to better understand and utilize state standards to drive instruction and...	Shurley, Ryan	9/1/2016	data from common assessments and PD feedback	5/1/2017 quarterly
G6.B1.S1.MA1 M319425	Data from common assessments.	Fusco, Shannon	9/1/2016	Success of common assessments.	5/2/2017 quarterly
G6.B1.S1.MA1 M319426	PLC reviews of common assessments and instructional strategies.	Fusco, Shannon	9/1/2016	Data on success of common assessments.	5/2/2017 weekly
G6.B1.S1.A1 A311049	Teachers will deconstruct strategies and review test examples prior to presenting them to students.	Fusco, Shannon	9/1/2016	teacher sign in sheets for PD	5/2/2017 monthly
G6.B1.S1.A2 A311050	Accountable Talk PD for classroom use.	Fusco, Shannon	9/1/2016	sign in sheets	5/2/2017 monthly
G7.B1.S1.MA1 M319429	Regular monitoring of student academic success	Fusco, Shannon	9/1/2016	Student grades, benchmark assessments, attendance rates	5/2/2017 monthly
G2.MA1 M319415	Discipline reports will be run by administration.	Porinchak, Brad	10/1/2016	Weekly discipline reports will show a rate of weekly suspensions on target with this goal.	5/25/2017 weekly
G1.MA1 M319405	Attendance reports will indicate progress towards reaching annual attendance goal.	Endee, Mike	9/1/2016	Attendance reports will indicate a decrease in absenteeism.	5/31/2017 quarterly
G3.MA1 M319418	Benchmark assessment results	Corso, Ron	9/1/2016	Benchmark assessment results	5/31/2017 quarterly
G7.MA1 M319430	Progress monitoring of 9th-12th grade graduation status with GPA and attendance	Fusco, Shannon	9/1/2016	Graduation rates and numbers of students with credits at grade level.	5/31/2017 weekly
G1.B1.S1.MA1 M319403	Renaissance celebrations will track and reward students with strong attendance	Endee, Mike	9/1/2016	Decreased absenteeism	5/31/2017 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
G1.B1.S1.MA1 M319404	Attendance reports and SWST notes will indicate students of concern regarding attendance.	Endee, Mike	9/1/2016	Daily attendance reports, log of parent contact, SWST notes	5/31/2017 weekly
G1.B1.S1.A1 A311042	Review daily attendance reports for students with multiple unexcused absences and families/guidance...	Endee, Mike	9/1/2016	Attendance reports, SWST meeting notes.	5/31/2017 daily
G2.B1.S1.MA1 M319406	The number of suspensions will be monitored.	Corso, Ron	9/1/2016	Low weekly suspension rates.	5/31/2017 weekly
G2.B1.S1.MA1 M319407	The number of suspensions will be monitored.	Corso, Ron	9/1/2016	Low weekly suspension rates.	5/31/2017 weekly
G2.B1.S1.MA1 M319408	RTI forms will be reviewed by administration when processing referrals.	Corso, Ron	9/1/2016	RTI documentation will be checked on district referrals when being processed.	5/31/2017 weekly
G2.B1.S1.MA1 M319409	RTI forms will be reviewed by administration when processing referrals.	Corso, Ron	9/1/2016	RTI documentation will be checked on district referrals when being processed.	5/31/2017 weekly
G2.B1.S1.MA1 M319410	RTI forms will be reviewed by administration when processing referrals.	Corso, Ron	9/1/2016	RTI documentation will be checked on district referrals when being processed.	5/31/2017 weekly
G2.B1.S1.A1 A311043	RTI forms will document teacher interventions for negative behaviors before writing a district...	Corso, Ron	9/1/2016	RTI forms will be collected when processing referrals.	5/31/2017 weekly
G2.B2.S1.MA1 M319413	Discipline reports will be reviewed.	Endee, Mike	9/1/2016	Discipline reports will be run weekly to review the effectiveness of services through SEDNET referrals in reducing negative behaviors on campus.	5/31/2017 weekly
G2.B2.S1.MA1 M319414	Struggling students will be reviewed at SWST meetings.	Endee, Mike	9/1/2016		5/31/2017 weekly
G3.B1.S1.MA1 M319416	Conduct classroom observations and review benchmark assessment data	Corso, Ron	9/1/2016	Ongoing observation notes, classroom visits, teacher post-conference notes, assessment data	5/31/2017 weekly
G3.B1.S1.MA1 M319417	Review PLC notes, PD sign in sheets, observations and conversations	Corso, Ron	9/1/2016	PLC notes, PD sign in sheets, observation notes	5/31/2017 weekly
G3.B1.S1.A1 A311046	Continuous professional development in the social studies department to increase literacy and...	Corso, Ron	9/1/2016		5/31/2017 quarterly
G7.B1.S1.MA1 M319428	Monitor student progress towards meeting graduation requirements	Fusco, Shannon	9/1/2016	Student grades, attendance rates.	5/31/2017 monthly
G2.B1.S2.MA1 M319411	Weekly discipline reports will monitor suspension rates	Porinchak, Brad	9/1/2016	Weekly discipline reports	5/31/2017 weekly
G2.B1.S2.MA1 M319412	When processing student referrals, student files will be checked for restorative practice...	Porinchak, Brad	9/1/2016	Restorative practice forms.	5/31/2017 weekly
G2.B1.S2.A1 A311044	Administration will document proactive strategies for students in crisis and conflict	Porinchak, Brad	9/1/2016	Restorative Practice forms will provide documentation of these interventions.	5/31/2017 daily
G7.B1.S1.A1 A311051	Weekly monitoring of 9th-12th grade graduation status with GPA, attendance, credits	Fusco, Shannon	9/1/2016	Graduation rate and students on track with credits.	6/2/2017 monthly

V. Professional Development Opportunities

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

G3. By May 2017, there will be a minimum six percentage increase when less than 75% of students are currently demonstrating proficiency on the US History EOC.

G3.B1 Shifting teacher mindset to a student-centered learning model.

G3.B1.S1 Reflective Thinking professional development focused on strategies to increase student engagement.

PD Opportunity 1

Continuous professional development in the social studies department to increase literacy and higher level thinking.

Facilitator

Ron Corso, David Alvarez, Worth David

Participants

Social Studies Department

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

G4. By May 2017, there will be a minimum of a six percentage increase in the number of students demonstrating proficiency when less than 70% are currently demonstrating proficiency (across levels 3&4).
Biology EOC

G4.B1 Continuing to implement accountable talk strategies geared towards science

G4.B1.S1 Have more targeted training on accountable talk and USA test prep

PD Opportunity 1

Targeted training on accountable talk and USA test prep will be provided.

Facilitator

Bran Porinchak / Ryan Miller

Participants

Science teachers

Schedule

Quarterly, from 9/1/2016 to 5/1/2017

G5. By May 2017, 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.

G5.B1 Lack of understanding of test specifications and use of data

G5.B1.S1 Teachers are offered district and school-based professional developments on standards and mathematical practices alignment using Design to Align.

PD Opportunity 1

Teachers are offered PD to better understand and utilize state standards to drive instruction and assessment

Facilitator

Ryan Shurley

Participants

Math department

Schedule

Quarterly, from 9/1/2016 to 5/1/2017

G6. By May 2017, there will be a minimum of a six percentage point increase in the number of students not proficient on the FSA Grades 9&10.

G6.B1 Time and substitutes for large group professional development.

G6.B1.S1 District funding to provide substitutes during teacher PD.

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 9/1/2016 to 5/2/2017

PD Opportunity 2

Accountable Talk PD for classroom use.

Facilitator

LLT team

Participants

All teachers

Schedule

Monthly, from 9/1/2016 to 5/2/2017

VI. Technical Assistance Items

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

G2. By the end of School Year 2017, there will be a reduction of the numbers of days of suspension by 10%. There were 1085 days of suspension for SY 2016.

G2.B1 High numbers of disruptive behaviors

G2.B1.S2 Restorative Practice Forms

TA Opportunity 1

Administration will document proactive strategies for students in crisis and conflict

Facilitator

Brad Porinchak

Participants

Administration

Schedule

Daily, from 9/1/2016 to 5/31/2017

G7. For the school year 2016-17 there will be a 4% reduction in the number of students who drop out of school and a 7% increase in the number of students graduating with their cohort.

G7.B1 Students are behind on their graduation credits and other requirements.

G7.B1.S1 Identifying students that are behind credits for their cohort and scheduling into PBD program.

TA Opportunity 1

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

Facilitator

Shannon Fusco

Participants

Guidance, liaisons, administration

Schedule

Monthly, from 9/1/2016 to 6/2/2017

VII. Budget

1	G1.B1.S1.A1	Review daily attendance reports for students with multiple unexcused absences and families/guidance will be notified.	\$0.00
2	G2.B1.S1.A1	RTI forms will document teacher interventions for negative behaviors before writing a district referral.	\$0.00
3	G2.B1.S2.A1	Administration will document proactive strategies for students in crisis and conflict	\$0.00
4	G2.B2.S1.A1	Refer students with extraordinary social/emotional needs to SEDNET.	\$0.00
5	G3.B1.S1.A1	Continuous professional development in the social studies department to increase literacy and higher level thinking.	\$0.00
6	G4.B1.S1.A1	Targeted training on accountable talk and USA test prep will be provided.	\$0.00
7	G5.B1.S1.A1	Teachers are offered PD to better understand and utilize state standards to drive instruction and assessment	\$0.00
8	G6.B1.S1.A1	Teachers will deconstruct strategies and review test examples prior to presenting them to students.	\$0.00
9	G6.B1.S1.A2	Accountable Talk PD for classroom use.	\$0.00
10	G7.B1.S1.A1	Weekly monitoring of 9th-12th grade graduation status with GPA, attendance, credits	\$0.00
Total:			\$0.00