

# North Port High School



# 2017-18 Schoolwide Improvement Plan

## North Port High School

6400 W PRICE BLVD, North Port, FL 34291

[www.sarasotacountyschools.net/northporthigh](http://www.sarasotacountyschools.net/northporthigh)

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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

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

### DA Turnaround Status

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

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

### 2017-18 DA Category and Statuses for North Port High School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- 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 as well as other local churches. Staff and community groups provide leadership activities for both male and female students needing guidance.

Our Bobcat PRIDE (PBS) program celebrates and rewards students and teachers who show leadership or improvement in attendance, academic performance, discipline and good character.

##### 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 five Assistant Principals, two SRO's and five 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 six guidance counselors to advise and guide students who need social or emotional assistance. Multiple outside counselors, social workers, and agencies provide support to other students. 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, five campus security aides, two behavior specialists and five Assistant Principals handle any disciplinary needs. Students who are causing a distraction are escorted to the Assistant Principal by a campus security aide. From there, a team works together to resolve issues through restorative practices as often as is possible.

The behavior unit on campus has one behavior specialist and a part time psychologist 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).

The Bobcat PRIDE 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 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, five 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. Multiple agencies are available to NPHS students. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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	83	88	81	140	392	
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	79	80	75	15	249	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	150	145	0	0	295	
	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	84	68	14	26	192	

**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. Administrators working with the senior class also have regular meetings and work with a specific group of at risk students.

After school math and English tutoring and assistance programs are run year round, and an after school supervised tutoring program is in the media center after hours. Algebra 1A/1B is blocked for some students who need extra instruction time, Reading instruction time is given for level 1 readers, and a Performance Based Diploma program is 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

No

**1. PFEP Link**

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

**2. Description**

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

There are multiple businesses which support sports: doctor's offices and restaurants, and Lowe's has donated many materials to baseball.

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.

The Sarasota Education Foundation supports the College and Career Center with personnel, FASFA nights, College Nights, and, this year, a full redesign of the CC lab.

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 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. The athletic director and assistants have worked directly with their boosters to partner with many businesses.

An intern program is used by some 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.

The city governments is working to develop intern positions available to NPHS students as well.

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

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

<b>Name</b>	<b>Title</b>
Johnson, Brandon	Principal
Corso, Ron	Assistant Principal
Fusco, Shannon	Assistant Principal
Shurley, Ryan	Assistant Principal
O'Gorman, Victoria	Teacher, ESE
Harris, Vickie	Teacher, K-12
Hogue, Deborah	Teacher, K-12
Caracciolo, Teresa	Teacher, K-12
Knight, Christopher	Teacher, K-12
King, Julie	Assistant Principal
Kerestely, Zoltan	Assistant Principal
Brandenberger, Ann	Teacher, K-12
Thomas, Lee	School Counselor

## 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- School wide systems

Corso- Social Sciences, CTE, and discipline

Kerestely- Science, guidance, and discipline

Shurley- Math, World Languages, clubs and activities, PBS, and discipline

Fusco- English/ Language Arts, all curriculum and PD, ILT

King- PE, VPA, all facilities and athletics

Brandenberger- AICE and CC Readiness

Thomas- Guidance

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.**

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. The ILT provides monthly PD aligned to Visible Learning and other district initiatives in best practices and instruction. This is conducted in house. AICE funds are used to provide training for all teachers needing that area. This funding also provides for college and career leadership/AICE leadership through a director of these programs on site. This director oversees both programs working with students, aligning Naviance to the classroom and home needs, and planning for AICE diploma student progressions.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
	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**

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

#### **a. Evaluation of last year's school improvement plan**

The 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. They also approve funding for various activities.

#### **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. An assessment of needs and students numbers is used to project for the upcoming year. 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
Brandenberger, Ann	Teacher, K-12

## **b. Duties**

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

The Literacy Leadership Team/ ILT works to provide discussion and professional development in best practices of Visible Learning and Accountable Talk 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 Visible Learning and Accountable Talk instruction and demonstration. These PD's 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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. The push to become a Visible Learning school includes several faculty surveys looking to understand and continuously improve teacher relationships with each other, parents, administration and the student body.

### **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 first daily then weekly 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 program specialists and 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. Common planning and/or PLC's allow teachers time to discuss standards oriented planning.

#### **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, Intensive reading or math classes, after school tutoring in all areas, 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**

Math and English labs are 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 in the core academic areas. Instructional programs with documented success rates are used.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Fusco, Shannon, shannon.fusco@sarasotacountyschools.net

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

End of Course and FSA Assessment data is gathered along with attendance records from the Mathematics and English labs and after school programs to be analyzed and determine effectiveness.

**Strategy: After School Program**

**Minutes added to school year: 0**

teacher collaboration during the school day allows time to analyze data from summative assessments

**Strategy Rationale**

data driven instruction allows teachers to focus most on standards in which students are weakest

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Fusco, Shannon, shannon.fusco@sarasotacountyschools.net

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

quarterly summative assessments

## 2. Student Transition and Readiness

### a. PreK-12 Transition

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

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



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 team which supports many of the students through a common group of teachers. Also, AICE students have a coordinator and a counselor who meets regularly with their classes to guide and advise them. As they approach graduation, seniors work with counselors and the college and career coordinator and supervisor 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.***

Ninth grade students are enrolled in a half year College and Career readiness course supported by the Naviance program which will be purchased school wide this fall. A CC Coordinator and Supervisor oversee this program and the lab for all grade levels. 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. Using Naviance, 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. 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 multiple career and technical education programs related to a specific fields such as Commercial Foods; Servesafe, Intro to Information Technology; Microsoft Bundle, Web Design; Adobe suite, Law Studies, Health Science; Industry licenses, Early Childhood Education; Servesafe and Industry licenses, and Engineering; Solidworks, which give students opportunities to learn and have hand-on experiences. These courses have industry certifications for which the students test. Over 125 students travel daily to STC for CTE classes, and the local NorthPort campus will open in October.

### ***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, honors classes and CTE courses by promoting these programs to students during conferences throughout the school year and during registration each spring.. Students are also provided the opportunity to participate in many CTE programs at NPHS or at Sarasota Technical College to prepare them for future careers.

Freshmen who are not in the AICE diploma track or a Performing Arts Academy are enrolled in an introductory level CTE course which may have multiple years of instruction culminating in an Industry



Certification or Professional License. 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 each 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. Seniors complete a survey at the end of their senior year giving the school data on their future plans which often include a technical route.

**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 three counselors and three administrators are working directly with the seniors as a transition team to graduation and successful post secondary plans.

This year the Naviance program is being purchased for school wide use with support by the Education Foundation. The College and Career Lab will assist students in the use as well as the CC Director on staff. All juniors and seniors who struggle to pass the FSA are enrolled in Khan Academy as well as using USA Test Prep and ACHIEVE 3000 to prepare for success at state and national assessments.

## II. Needs Assessment

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

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

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

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

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

### 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.** By the end of the 2018 school year, there will be a reduction in the number of days of suspension by 10 percent.
- G2.** By the end of 2018, there will be a minimum of a six percent increase( 39-45%) in the number of students demonstrating a learning gain in the lowest quartile of the Alg1 and Geo EOC.
- G3.** By the end of the 2018 school year, there will be a minimum of eight percent increase (32-40%) in the number of students demonstrating a learning gain in the lowest quartile on the ELA FSA
- G4.** For the 2017-18 school year, there will be a nine percent increase (56-64%) in the students who have accelerated coursework when less than 75% of the students currently show credit.
- G5.** By May 2018, There will be a minimum of a eight percent increase (47-55%) in students making learning gains on the FSA.
- G6.** By May 2018, there will be a minimum of a seven percent increase (43-50%) in students making learning gains on the ALG1 and Geo EOC's.
- G7.** For the 2017-18 school year, 95 percent of our students will have an attendance rate of 90% or higher.
- G8.** By May 2018, there will be a minimum seven percent increase (68-75%) when less than 75% of students are currently demonstrating proficiency on the US History EOC.
- G9.** By May 2018, there will be a minimum of a six percent increase (57-63%) in the number of students demonstrating proficiency when less than 70% are currently demonstrating proficiency (across levels 3&4). Biology EOC
- G10.** By May 2018, there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency (across level 3&4) Algebra 1 and Geometry. (Move 61to 65% overall)

- G11.** By May 2018, there will be a minimum of a six percent increase (54-60%) in the number of students proficient on the FSA Grades 9&10 when currently less than 70% are proficient.
- G12.** For the school year 2016-17 there will be a 6% increase (84-90%) in the number of students graduating with their cohort- lag data

### Strategic Goals Detail

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

**G1.** By the end of the 2018 school year, there will be a reduction in the number of days of suspension by 10 percent. 1a

G097232

**Targets Supported** 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	68.0

**Targeted Barriers to Achieving the Goal** 3

- Increased number of students and disruptive behaviors
- We have the district EBD Unit and 3 IND Units which have students who struggle to conform to behavioral norms.

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

- We have added a Thursday School to our disciplinary consequences in lieu of suspension
- We are insisting on school wide use of the RTI form and discussed it in department and staff meetings at the beginning of the year.
- Two behavioral specialists in addition to our two ESE Liaisons who work with our ESE department to always de-escalate situations.
- Teaching expected positive behaviors this year in our small advisory groups this year with our PRIDE initiative.
- Still have our YMCA counselor and our SEDNET referral opportunities for parents.
- Groups through our counseling team that will help build relationships.
- Use of our restorative practice form by all administrators involved in discipline.

**Plan to Monitor Progress Toward G1.** 8

**Person Responsible**

Julie King

**Schedule**

Monthly, from 9/25/2017 to 5/28/2018

**Evidence of Completion**

Look at the number of behavioral infractions on a monthly basis with our focus being the number of suspensions. Compare the suspensions with the prior year during the same month in 2016-2017. Track the number of consequences being used on a monthly basis with attention to lunch detentions, Thursday School, Community Service and use of our restorative practice form and creative consequences in lieu of suspensions..

**Plan to Monitor Progress Toward G1. 8**

Data the teachers have kept that show frequency and severity of behavioral incidences.

**Person Responsible**

Julie King


**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Behavioral specialists use a clear concise data monitoring system.

**G2.** By the end of 2018, there will be a minimum of a six percent increase( 39-45%) in the number of students demonstrating a learning gain in the lowest quartile of the Alg1 and Geo EOC. **1a**

 G097233

**Targets Supported** **1b**

Indicator	Annual Target
Math Lowest 25% Gains	45.0

**Targeted Barriers to Achieving the Goal** **3**

- Students come from multicultural homes and may be first generation for higher education
- Students enter grade 9 with test scores which already show a need for improved growth

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

- Bi-weekly math lab for struggling students.
- Daily support facilitation for ESE students in math.
- Teacher mentor for every student via Bobcat PRIDE (PBIS) groups.
- CCR and School-wide Naviance to better support students in understanding and earning graduation requirements
- Professional development on DOK, Accountable Talk and Visible Learning.
- increased math training in common teaching methodology with use of micro-teaching

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

Benchmark assessment data.

**Person Responsible**

Ryan Shurley

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

Improvement in benchmark assessment performance.

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

Student performance on classroom and common assessments.

**Person Responsible**

Ryan Shurley

**Schedule**

Monthly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

Improvement in student performance on classroom and common assessments.

**G3.** By the end of the 2018 school year, there will be a minimum of eight percent increase (32-40%) in the number of students demonstrating a learning gain in the lowest quartile on the ELA FSA **1a**

 G097234

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	40.0

**Targeted Barriers to Achieving the Goal** **3**

- Students come from multicultural homes and may be first generation for higher education
- Students in this quartile struggle to see the relevance of the standards.

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

- College and Career Lab update with coordinator and supervisor
- Naviance for whole school
- Visible Learning PD- eight part series reinforced by program specialists support
- ELA lab 2x week
- USA test prep common assessments
- ACHIEVE 3000

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

common assessment data: USA test prep and micro-teaching discussions in the PLC

**Person Responsible**

Shannon Fusco

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

test scores and common assessments



**G4.** For the 2017-18 school year, there will be a nine percent increase (56-64%) in the students who have accelerated coursework when less than 75% of the students currently show credit. 1a

G097235

**Targets Supported** 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	65.0

**Targeted Barriers to Achieving the Goal** 3

- students do not electively enroll in accelerated coursework
- CTE industry cert students do not usually have a chance for remediation and retesting if exam not passed first year

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

- use CC Coordinator and AICE Coordinator with guidance to promote these programs to families
- team in place to plan options for remediation and retesting of industry certs
- ESL liaison and teacher are promoting AP courses for native speakers

**Plan to Monitor Progress Toward G4.** 8

number of courses and enrollment and pass rate

**Person Responsible**

Ann Brandenberger

**Schedule**

Quarterly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

meeting notes

**Plan to Monitor Progress Toward G4.** 8

number of courses and enrollment and pass rate

**Person Responsible**

Ann Brandenberger


**Schedule**

Quarterly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

meeting notes

**G5.** By May 2018, There will be a minimum of a eight percent increase (47-55%) in students making learning gains on the FSA. **1a**

 G097236

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	55.0

**Targeted Barriers to Achieving the Goal** **3**

- Students need exposure to a variety of teaching techniques and motivations for learning gains.
- Most students who need to make gains have a six year history of not doing so- loss of ambitious goal.

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

- Students have different ELA and reading teachers using the same data but different approaches.
- Visible Learning PD on learning intentions and success criteria
- Visible Learning PD on effective feedback and micro-teaching

**Plan to Monitor Progress Toward G5.** **8**

ACHIEVE 3000 reports and common assessments

**Person Responsible**

Shannon Fusco

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

lexile improvement and gains in standards knowledge on common assessments

**G6.** By May 2018, there will be a minimum of a seven percent increase (43-50%) in students making learning gains on the ALG1 and Geo EOC's. 1a

G097237

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	50.0

**Targeted Barriers to Achieving the Goal** 3

- Students have varying levels of strength and need in mathematics.

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

- Bi-weekly math lab for struggling students.
- Daily support facilitation for ESE students in math.
- Teacher mentor for every student via Bobcat PRIDE (PBIS) groups.
- CCR and School-wide Naviance to better support students in understanding and earning graduation requirements
- Professional development on DOK, Accountable Talk and Visible Learning.

**Plan to Monitor Progress Toward G6.** 8

Benchmark assessment data.

**Person Responsible**

Ryan Shurley

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

Benchmark assessment scores.

**G7.** For the 2017-18 school year, 95 percent of our students will have an attendance rate of 90% or higher.

1a

G097238

**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.
- If students miss the bus many families are not able to get students to school.
- Often students are not aware of what poor attendance could cost them: i.e. attendance at Homecoming, Prom, revoking driving privileges, employability grade.

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

- Attendance Office: Accurate attendance for all students and daily reports.
- Attendance Specialist: Calling after 5 consecutive days, and sending out letters after 9 days. Attendance at all SWST meetings, filing truancy and also working with our truancy officer to revoke driving privileges as well as reinstating them.
- Assistant Principal: Working with our Social Worker to send letters home, contact truant students from last year and reach out early to intervene, supporting our Attendance Specialist with conferences, filing truancy and making phone calls.
- Positive rewards for PRIDE team/PBIS for those students with perfect attendance,

**Plan to Monitor Progress Toward G7.** 8

Attendance reports will indicate progress towards reaching annual attendance goal.

**Person Responsible**

Julie King

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Attendance reports will indicate a decrease in absenteeism.

**G8.** By May 2018, there will be a minimum seven percent increase (68-75%) when less than 75% of students are currently demonstrating proficiency on the US History EOC. 1a

G097239

**Targets Supported** 1b

Indicator	Annual Target
U.S. History EOC Pass	75.0

**Targeted Barriers to Achieving the Goal** 3

- Having a common planning time for data discussion and standards based lesson planning

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

- Program specialists available to meet with teachers
- USA test prep purchased for World and US teachers
- micro-teaching pd on effective plc discussions

**Plan to Monitor Progress Toward G8.** 8

Benchmark assessment results, common lesson planning

**Person Responsible**

Shannon Fusco

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Benchmark assessment results

**G9.** By May 2018, there will be a minimum of a six percent increase (57-63%) in the number of students demonstrating proficiency when less than 70% are currently demonstrating proficiency (across levels 3&4).  
Biology EOC 1a

G097240

**Targets Supported** 1b

Indicator	Annual Target
Bio I EOC Pass	63.0

**Targeted Barriers to Achieving the Goal** 3

- Common planning to review data and standards driven instruction with learning intentions and success criteria.
- Student Reading Comprehension skills and English proficiency level.

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

- Common standards based instruction
- Visible Learning PD
- USA Test Prep for Biology training and software
- Teachers will be given access to students EOC English 9 test to recognize students English Level
- Professional Development on reading strategies to increase reading in the content area

**Plan to Monitor Progress Toward G9.** 8

Feedback from PD and data analysis.

**Person Responsible**

Zoltan Kerestely

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

improved student engagement in lessons

**G10.** By May 2018, there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency (across level 3&4) Algebra 1 and Geometry. (Move 61to 65% overall) 1a

G097241

**Targets Supported** 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	50.0
Geometry EOC Pass Rate	70.0

**Targeted Barriers to Achieving the Goal** 3

- Understanding course standards and test specifications.

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

- Collaborative planning
- Professional development on test specifications and course standards.
- Professional development on DOK, Accountable Talk and Visible Learning.
- CCR and School-wide Naviance to better support students in understanding and earning graduation requirements
- Bi-weekly math lab for struggling students.
- Daily support facilitation for ESE students in math.
- Teacher mentor for every student via Bobcat PRIDE (PBIS) groups.

**Plan to Monitor Progress Toward G10.** 8

Common assessment data.

**Person Responsible**

Ryan Shurley

**Schedule**

Quarterly, from 9/1/2017 to 5/1/2018

**Evidence of Completion**

Classroom and benchmark assessment data.

**Plan to Monitor Progress Toward G10.** 8

Classroom observations.

**Person Responsible**

Ryan Shurley

**Schedule**

Weekly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

Ongoing observation notes.



**G11.** By May 2018, there will be a minimum of a six percent increase (54-60%) in the number of students proficient on the FSA Grades 9&10 when currently less than 70% are proficient. 1a

G097242

**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

- ILT monthly PD on Visibility of student learning
- In house professional development on standards.

**Plan to Monitor Progress Toward G11.** 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.

**G12.** For the school year 2016-17 there will be a 6% increase (84-90%) in the number of students graduating with their cohort- lag data **1a**

 G097243

**Targets Supported** **1b**

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	90.0

**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 who lack college and career readiness knowledge

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

- Guidance, Performance Based Diploma Program,
- Local and experienced staff including an attendance specialist
- Project 10 Team with a plan
- PRIDE/PBIS Advisory Groups

**Plan to Monitor Progress Toward G12.** **8**

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

**Person Responsible**

Shannon Fusco

**Schedule**

Weekly, from 9/1/2017 to 6/1/2018

**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

 = Problem Solving Step     S123456 = Quick Key

**G1.** By the end of the 2018 school year, there will be a reduction in the number of days of suspension by 10 percent. 1

 G097232

**G1.B1** Increased number of students and disruptive behaviors 2

 B261521

**G1.B1.S1** We will use our RTI form to insure contact is made with home, and we are de-escalating situations as much as possible. 4

 S276863

### Strategy Rationale

Teachers are asked to make certain within the classroom for behaviors that are able to be "teacher controlled", contact is made with the parents and student prior to sending the student to the office.

### Action Step 1 5

The Project 10 team evaluates student needs individually for background support from counseling to DJJ and what has been provided

#### Person Responsible

Julie King

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Suspension criteria and rates are reviewed.

### Action Step 2 5

The Project 10 team evaluates student needs individually for background support from counseling to DJJ and what has been provided

#### Person Responsible

Julie King

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Suspension criteria and rates are reviewed.

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

Project 10 Team meets regularly to evaluate and support students.

**Person Responsible**

Julie King

**Schedule**

Monthly, from 8/1/2017 to 5/31/2018

***Evidence of Completion***

Monthly updated student indicators are reviewed.

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

Suspension rates are checked for a downward trend.

**Person Responsible**

Julie King

**Schedule**

Monthly, from 8/31/2017 to 5/31/2018

***Evidence of Completion***

Project 10 information and Student Reporting data

**G1.B2** We have the district EBD Unit and 3 IND Units which have students who struggle to conform to behavioral norms. 2

 B261522

**G1.B2.S1** With our number of students increasing in these units it means we will have many students who have behavior as their primary learning hurdle which increases our numbers in this area. 4

 S276864

### Strategy Rationale

Work closely with our behavior specialists and ESE Liaisons to bring about behavioral changes.

### Action Step 1 5

Make certain all EBD students have a behavioral plan we are all following. Use of the "re focus" room as opposed to suspension days.

#### Person Responsible

Ron Corso

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Check on the behavioral consequences on a monthly basis for ISR, "Re focus", and OSS, have a print out and compare to last year at the same time.

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

#### Person Responsible

Julie King

#### Schedule

On 5/31/2018

#### Evidence of Completion

The number of times a student is in the "re focus" room vs. ISR, or OSS on a monthly basis and compare our numbers to last year at the same time.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

**Person Responsible**

Ron Corso


**Schedule**

Monthly, from 8/14/2017 to 5/31/2018


**Evidence of Completion**

Check with our ESE Liaisons and our Behavior Specialists to see that the data shows the frequency and severity of behavior incidences are decreasing on a monthly basis.

**G2.** By the end of 2018, there will be a minimum of a six percent increase( 39-45%) in the number of students demonstrating a learning gain in the lowest quartile of the Alg1 and Geo EOC. 1

 G097233

**G2.B1** Students come from multicultural homes and may be first generation for higher education 2

 B261523

**G2.B1.S1** Math teachers will collaborate with support facilitators to monitor performance of lowest quartile students, implement MTSS, and provide targeted interventions and instruction on level. 4

 S276865

**Strategy Rationale**

Targeted interventions will best support lowest quartile students in demonstrating learning gains.

**Action Step 1** 5

Teachers will work in PLC groups and with push in support to improve instructional strategies.

**Person Responsible**

Ryan Shurley

**Schedule**

On 6/1/2018

**Evidence of Completion**

Lesson plans, support facilitation notes, PLC notes, ongoing observation notes, assessment data.



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

Monitor weekly PLC notes, support facilitation notes and lesson plans.

**Person Responsible**

Ryan Shurley

**Schedule**

Weekly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Weekly PLC notes, support facilitation notes and lesson plans.

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

Classroom observations.

**Person Responsible**

Ryan Shurley

**Schedule**

Weekly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Ongoing observation notes.

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

Algebra 1 and Geometry EOC Scores.

**Person Responsible**

Ryan Shurley

**Schedule**

On 6/1/2018

***Evidence of Completion***

EOC scores.

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

Student performance on classroom and common assessments.

### Person Responsible

Ryan Shurley

### Schedule

Monthly, from 9/1/2017 to 6/1/2018

### Evidence of Completion

Improvement in student performance on classroom and common assessments.

## G2.B2 Students enter grade 9 with test scores which already show a need for improved growth 2

 B261524

### G2.B2.S1 Teachers will train in micro-teaching and analyzation of data to prepare more directed lessons

4

 S276866

### Strategy Rationale

Collaborative conversations will lead to more effective instruction.

## Action Step 1 5

The Asst. Principal and Program Specialist will train with PLC groups for effective data analyzation to drive instruction.

### Person Responsible

Ryan Shurley

### Schedule

Weekly, from 9/1/2017 to 5/31/2018

### Evidence of Completion

assessment data and plc notes

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

PLC discussion and Designed to Align implementation

**Person Responsible**

Ryan Shurley

**Schedule**

Weekly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

PLC notes and assessment data

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

Input from multiple Designed to Align trainings with Trainer, Program Specialist, and Asst Principal

**Person Responsible**

Ryan Shurley


**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

Algebra 1 and Geometry gains in the lowest quartile.


**G3.** By the end of the 2018 school year, there will be a minimum of eight percent increase (32-40%) in the number of students demonstrating a learning gain in the lowest quartile on the ELA FSA **1**

 G097234

**G3.B1** Students come from multicultural homes and may be first generation for higher education **2**

 B261525

**G3.B1.S1** Implement CC Lab into curriculum for students of every grade level **4**

 S276867

### Strategy Rationale

Students need assistance in exploring career and support in paperwork

### Action Step 1 **5**

School wide use of CC Lab with Naviance

#### Person Responsible

Shannon Fusco

#### Schedule

Monthly, from 9/1/2017 to 5/30/2018

#### Evidence of Completion

All students will have a regularly schedule curriculum in the CC Lab using Naviance

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

Monthly updates with coordinator, supervisor and Ed. Foundation

#### Person Responsible

Shannon Fusco

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

All students will have used the CC Lab at least monthly or Naviance to access and track CC readiness

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

CC Coordinator and Supervisor will schedule all students monthly with CCL use or Naviance use.

**Person Responsible**

Shannon Fusco


**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

students will have documents CC research on a monthly basis

**G3.B2** Students in this quartile struggle to see the relevance of the standards. 2

 B261526

**G3.B2.S1** PD specific to the relevance of Learning Intentions and Success Criteria 4

 S276868

**Strategy Rationale**

Understanding is a two way street- teachers need education on how to gain student "buy in"

**Action Step 1** 5

Visible Learning professional development specific to Learning Intentions and Success Criteria

**Person Responsible**

Shannon Fusco

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

feedback forms and walkthroughs with plc discussion follow up

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

PLC groups will practice the Visible Learning strategies and discuss success.

**Person Responsible**

Shannon Fusco

**Schedule**

Weekly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

sign in sheets and plc notes. Facilitator presence at all activities

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

data discussion and FSA scores study

**Person Responsible**

Shannon Fusco

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

FSA scores and common assessment data

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** 7

data discussion and FSA scores study

**Person Responsible**

Shannon Fusco

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

FSA scores and common assessment data

**G4.** For the 2017-18 school year, there will be a nine percent increase (56-64%) in the students who have accelerated coursework when less than 75% of the students currently show credit. 1

G097235

**G4.B1** students do not electively enroll in accelerated coursework 2

B261527

**G4.B1.S1** use 8th grade time and SPIN Night as well as community time to promote these classes along with having successful students encourage others. 4

S276869

### Strategy Rationale

courses need to be in the public eye and seen

### Action Step 1 5

students and instructors will promote their programs to the community

#### Person Responsible

Ann Brandenberger

#### Schedule

Quarterly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Monthly Accelerated Coursework meetings track student progress in this area.

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

Monitor enrollment and pass rate in accelerated courses

#### Person Responsible

Ann Brandenberger

#### Schedule

Quarterly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Monthly Accelerated Coursework meetings to review data

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

Monthly accelerated coursework meetings

**Person Responsible**

Shannon Fusco


**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

Meeting notes and leadership team meetings

**G4.B2** CTE industry cert students do not usually have a chance for remediation and retesting if exam not passed first year 2

 B261528

**G4.B2.S1** team to determine a progression allowing for remediation and retesting 4

 S276870

**Strategy Rationale**

Some students are on the cusp and miss the opportunity to test

**Action Step 1** 5

develop a course progression to allow for remediation

**Person Responsible**

Nancy Rhoten

**Schedule**

Quarterly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Course progression will be updated for student progression plan

**Person Responsible**

Nancy Rhoten

**Schedule**

On 12/22/2017

***Evidence of Completion***

updated plan in place

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

a new hire position will allow for this currently

**Person Responsible**

Shannon Fusco

**Schedule**

Quarterly, from 11/1/2017 to 5/31/2018


***Evidence of Completion***

enrollment of students in course

**G5.** By May 2018, There will be a minimum of a eight percent increase (47-55%) in students making learning gains on the FSA. 1

 G097236

**G5.B1** Students need exposure to a variety of teaching techniques and motivations for learning gains. 2

 B261529

**G5.B1.S1** use of ACHIEVE 3000 and Khan academy as alternate teaching tools. 4

 S276871

### Strategy Rationale

Students need a variety of approaches to the assessment

### Action Step 1 5

teachers will use ACHIEVE 3000 and Khan academy in the ILA classrooms

#### Person Responsible

Shannon Fusco

#### Schedule

Daily, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

FSA scores and quarterly assessments.

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

Common PLC discussions of data and reports from the program

#### Person Responsible

Shannon Fusco

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

The team will meet regularly to discuss the efficacy of the data and to continue or change track.

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

FSA scores

**Person Responsible**

Shannon Fusco


**Schedule**

On 5/31/2018

***Evidence of Completion***

Learning gains on the FSA

**G5.B2** Most students who need to make gains have a six year history of not doing so- loss of ambitious goal. 2

 B261530

**G5.B2.S1** Intensive PD on learning intentions, effective feedback, and success criteria 4

 S276872

**Strategy Rationale**

Students need to clearly understand the goal from a teacher whom they believe will help them succeed

**Action Step 1** 5

PD series in house and backed up by program specialists

**Person Responsible**

Shannon Fusco

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

baseline and midyear student surveys

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

PLC discussion

**Person Responsible**

Shannon Fusco

**Schedule**

Weekly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

PLC notes and common assessment data

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

micro-teaching support to plc's

**Person Responsible**

Shannon Fusco

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018


***Evidence of Completion***

PLC discussions

**G6.** By May 2018, there will be a minimum of a seven percent increase (43-50%) in students making learning gains on the ALG1 and Geo EOC's. **1**

 G097237

**G6.B1** Students have varying levels of strength and need in mathematics. **2**

 B261531

**G6.B1.S1** PD and implementation of high impact strategies based in visible learning and deeper understanding of content. **4**

 S276873

### Strategy Rationale

Students will better understand the content which will be presented on the EOCs and be better able to self-monitor their progress towards learning goals.

### Action Step 1 **5**

PD in visible learning, Accountable Talk, Design to Align

#### Person Responsible

Ryan Shurley

#### Schedule

Monthly, from 9/1/2017 to 6/1/2018

#### Evidence of Completion

PD presentations, lesson plans, classroom observations

### Action Step 2 **5**

Implement high impact strategies based in visible learning and a deeper understanding of content.

#### Person Responsible

Ryan Shurley

#### Schedule

Daily, from 9/1/2017 to 6/1/2018

#### Evidence of Completion

Lesson plans, PLC notes, classroom observations.

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

Weekly monitoring of lesson plans and PLC notes.

**Person Responsible**

Ryan Shurley

**Schedule**

Weekly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans and PLC notes.

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

Classroom observations.

**Person Responsible**

Ryan Shurley

**Schedule**

Weekly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Ongoing observation notes.

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

Algebra 1 and Geometry EOC scores

**Person Responsible**

Ryan Shurley


**Schedule**

On 6/1/2018


***Evidence of Completion***

EOC Exam Scores

**G7.** For the 2017-18 school year, 95 percent of our students will have an attendance rate of 90% or higher. **1**

 G097238

**G7.B1** Sixty percent of students come from low income families. **2**

 B261532

**G7.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**

 S276874

### 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

Julie King

#### 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 G7.B1.S1 **6**

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

#### Person Responsible

Julie King

#### Schedule

Weekly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Daily attendance reports, log of parent contact, SWST notes, Log of driver's licenses being revoked, and reinstated, evidence of honoring good attendance with our rewards and ice cream socials, etc.

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

Renaissance celebrations will track and reward students with strong attendance

**Person Responsible**

Julie King


**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Decreased absenteeism

**G7.B2** If students miss the bus many families are not able to get students to school. 2

 B261533

**G7.B2.S1** Make certain all families have the sharepoint access and the app on their phones to monitor attendance and get tardy updates too. 4

 S276875

**Strategy Rationale**

Use Open House and every opportunity to share with parents how to be connected with our attendance office.

**Action Step 1** 5

Inform parents through Ed Connect, Open House, and our website on how to get the sharepoint information and know as soon as their child is absent or tardy.

**Person Responsible**

Julie King

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**



**Plan to Monitor Fidelity of Implementation of G7.B2.S1** 6

**Person Responsible**

Julie King

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Open House agenda and informational hand outs, Ed Connect evidence, send information home with our attendance letters and all forms of communication.

**Plan to Monitor Effectiveness of Implementation of G7.B2.S1** 7

**Person Responsible**

Julie King


**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

***Evidence of Completion***

Make certain with every letter home and Ed Connect as well as opportunities to meet parents we have information available on Sharepoint.

**G7.B3** Often students are not aware of what poor attendance could cost them: i.e. attendance at Homecoming, Prom, revoking driving privileges, employability grade. 2

 B261534

**G7.B3.S1** We must make certain our parents and students are aware of the impact of poor attendance on every facet of their life. 4

 S276876

### Strategy Rationale

Students need to know ahead of time all they could lose if they choose not to come to school.

### Action Step 1 5

Use assemblies, Ed Connect, Open House and Advisories to let students know the importance of coming to school

#### Person Responsible

Julie King

#### Schedule

Monthly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Evidence that we have communicated our attendance policy and consequences out to our students. Beginning year assemblies, advisories, with our staff, student handbook with signatures, to parents at Open House.

### Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Evidence of the many ways we have informed parents and students of our attendance consequences and policies.

#### Person Responsible

Julie King

#### Schedule

Quarterly, from 8/14/2017 to 5/31/2018

#### Evidence of Completion

Signed handbook pages, assembly power point slides, Open House, Letters home with information about attendance policies in them.

**Plan to Monitor Effectiveness of Implementation of G7.B3.S1 7**

Every chance we have we will use the moments to address students and parents about our consequences for not attending school.

**Person Responsible**

Julie King

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Connect Ed evidence, Power point slides, Inserts in letters, etc.

**G8.** By May 2018, there will be a minimum seven percent increase (68-75%) when less than 75% of students are currently demonstrating proficiency on the US History EOC. 1

 G097239

**G8.B1** Having a common planning time for data discussion and standards based lesson planning 2

 B261535

**G8.B1.S1** Meeting after hours or during the day in small group sessions with PD leaders 4

 S276877

**Strategy Rationale**

Team planning for accountability to the content, to rigorous thinking, and to the learning community.

**Action Step 1 5**

Regular PLC or small group plannings to plan standards based curriculum commonly

**Person Responsible**

Shannon Fusco

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

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

**Person Responsible**

Shannon Fusco

**Schedule**

Weekly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

PLC notes, PD sign in sheets, observation notes

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Conduct classroom observations and review benchmark assessment data

**Person Responsible**

Shannon Fusco


**Schedule**

Weekly, from 9/1/2017 to 5/31/2018


***Evidence of Completion***

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

**G9.** By May 2018, there will be a minimum of a six percent increase (57-63%) in the number of students demonstrating proficiency when less than 70% are currently demonstrating proficiency (across levels 3&4).  
Biology EOC 1

 G097240

**G9.B1** Common planning to review data and standards driven instruction with learning intentions and success criteria. 2

 B261536

**G9.B1.S1** PLC times during the month and guided times during PD days. 4

 S276878

### Strategy Rationale

To provide time to review data and develop standards driven lessons which give clear learning intentions and success criteria.

### Action Step 1 5

Regular small group guided planning time to discuss data and student success tied to the criteria

#### Person Responsible

Zoltan Kerestely

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

data from common assessments

### Plan to Monitor Fidelity of Implementation of G9.B1.S1 6

PLC discussions and guided planning for standards

#### Person Responsible

Zoltan Kerestely

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

PLC notes, data analysis

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 7

study of common summative assessments

**Person Responsible**

Zoltan Kerestely

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**Evidence of Completion**

data from summative assessments and student understanding of the success of lessons

**G9.B1.S2** Offer PD opportunities to teachers for increasing reading in the content area and reading strategies, i.e. word wall, foldables etc. 4


 S276879

**Strategy Rationale**


To increase the reading comprehension of students in the classrooms.

Action Step(s) Missing for Goal #9, Barrier #1, Strategy #2  
Complete one or more action steps for this Strategy or de-select it

**G10.** By May 2018, there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency (across level 3&4) Algebra 1 and Geometry. (Move 61to 65% overall) **1**

 G097241

**G10.B1** Understanding course standards and test specifications. **2**

 B261538

**G10.B1.S1** Teachers are offered district and school-based professional developments on DOK and the math practices via Design to Align and high impact instructional strategies via Visible Learning. **4**

 S276880

### Strategy Rationale

Better align instruction and assessment practices to standards and support students in understanding and monitoring their own learning goals.

### Action Step 1 **5**

Teachers are offered PD to better understand and utilize state standards and high impact instructional strategies to drive instruction and assessment

#### Person Responsible

Ryan Shurley

#### Schedule

Quarterly, from 9/1/2017 to 6/1/2018

#### Evidence of Completion

data from common assessments and PD feedback

### Plan to Monitor Fidelity of Implementation of G10.B1.S1 **6**

Review feedback from PD and analyze data during PLCs

#### Person Responsible

Ryan Shurley

#### Schedule

Weekly, from 9/1/2017 to 6/1/2018

#### Evidence of Completion

Teacher feedback and common assessment data.

**Plan to Monitor Effectiveness of Implementation of G10.B1.S1** 7

Discussion in PLC's and success of benchmark assessments

**Person Responsible**

Ryan Shurley

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

***Evidence of Completion***

Improvement in benchmark assessments performance.



**G11.** By May 2018, there will be a minimum of a six percent increase (54-60%) in the number of students proficient on the FSA Grades 9&10 when currently less than 70% are proficient. 1

G097242

**G11.B1** Time and substitutes for large group professional development. 2

B261539

**G11.B1.S1** PD strategy has been reworked to allow more classrooms walkthroughs then PLC discussions with program specialists 4

S276881

### Strategy Rationale

lower cost for subs but more time for discussion together with trained personnel

### Action Step 1 5

Teachers observe multiple colleagues using highly effective strategies

#### Person Responsible

Shannon Fusco

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

teacher sign in sheets for PD

### Action Step 2 5

Visible Learning PD for classroom use.

#### Person Responsible

Shannon Fusco

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

sign in sheets

**Plan to Monitor Fidelity of Implementation of G11.B1.S1** 6

PLC reviews of common assessments and instructional strategies.

**Person Responsible**

Shannon Fusco

**Schedule**

Weekly, from 9/1/2017 to 5/31/2018

***Evidence of Completion***

Data on success of common assessments.

**Plan to Monitor Effectiveness of Implementation of G11.B1.S1** 7

Data from common assessments.

**Person Responsible**

Shannon Fusco


**Schedule**

Quarterly, from 9/1/2017 to 5/31/2018


***Evidence of Completion***

Success of common assessments.

**G12.** For the school year 2016-17 there will be a 6% increase (84-90%) in the number of students graduating with their cohort- lag data **1**

 G097243

**G12.B1** Students are behind on their graduation credits and other requirements. **2**

 B261541

**G12.B1.S1** Identifying students that are behind credits for their cohort and scheduling into PBD program.

**4**

 S276883

### 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

Julie King

#### Schedule

Monthly, from 9/1/2017 to 6/1/2018

#### Evidence of Completion

Graduation rate and students on track with credits.

### Plan to Monitor Fidelity of Implementation of G12.B1.S1 **6**

Regular monitoring of student academic success

#### Person Responsible

Shannon Fusco

#### Schedule

Monthly, from 9/1/2017 to 6/1/2018

#### Evidence of Completion

Student grades, benchmark assessments, attendance rates

**Plan to Monitor Effectiveness of Implementation of G12.B1.S1** 7

Monitor student progress towards meeting graduation requirements

**Person Responsible**

Shannon Fusco


**Schedule**

Monthly, from 9/1/2017 to 6/1/2018

**Evidence of Completion**

Student grades, attendance rates.

**G12.B2** There is a range of cultures and demographics with extreme needs who lack college and career readiness knowledge 2

 B261542

**G12.B2.S1** We have a very needy population of students who are struggling to pass the FSA, Alg. 1 EOC and are credit deficient 4

 S276884

**Strategy Rationale**

Use our Project 10 Team and assign our students specific mentors to assist them in meeting graduation requirements

**Action Step 1** 5

Project 10 Team will be working with specific targeted groups, "Yellow and Orange" and meet with them to insure success.

**Person Responsible**

Julie King

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Students will be divided into huddle groups and will be monitored by a staff member.

**Plan to Monitor Fidelity of Implementation of G12.B2.S1** 6

Meet with Project 10 Team Monthly to check progress and offer support

**Person Responsible**

Julie King

**Schedule**

On 5/31/2018

***Evidence of Completion***

Project 10 Members will work with their students weekly and will provide progress at our monthly meetings. Information provided to all Huddle Team members about their students.

**Plan to Monitor Effectiveness of Implementation of G12.B2.S1** 7

Progress Monitoring sheets will be used by Huddle Team Mentors

**Person Responsible**

Julie King

**Schedule**

Weekly, from 8/14/2017 to 5/31/2018





















***Evidence of Completion***

Students grades, strategies used, contact with parents etc. will be collected by huddle team mentors weekly and reported out monthly.











## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G11.MA1 M401628	Data from quarterly common assessments.	Fusco, Shannon	9/1/2016	Data from common assessments-evidence of progress toward success.	5/1/2017 quarterly
G7.B1.S1.A1 A373222	Review daily attendance reports for students with multiple unexcused absences and families/guidance...	King, Julie	9/1/2016	Attendance reports, SWST meeting notes.	5/31/2017 daily
G4.B2.S1.MA1 M401597	Course progression will be updated for student progression plan	Rhoten, Nancy	9/1/2017	updated plan in place	12/22/2017 one-time
G10.MA1 M401624	Common assessment data.	Shurley, Ryan	9/1/2017	Classroom and benchmark assessment data.	5/1/2018 quarterly
G1.MA1 M401578	[no content entered]	King, Julie	9/25/2017	Look at the number of behavioral infractions on a monthly basis with our focus being the number of suspensions. Compare the suspensions with the prior year during the same month in 2016-2017. Track the number of consequences being used on a monthly basis with attention to lunch detentions, Thursday School, Community Service and us of our restorative practice form and creative consequences in lieu of suspensions..	5/28/2018 monthly
G3.B1.S1.A1 A373214	School wide use of CC Lab with Naviance	Fusco, Shannon	9/1/2017	All students will have a regularly schedule curriculum in the CC Lab using Naviance	5/30/2018 monthly
G1.MA2 M401579	Data the teachers have kept that show frequency and severity of behavioral incidences.	King, Julie	8/14/2017	Behavioral specialists use a clear concise data monitoring system.	5/31/2018 monthly
G3.MA1 M401593	common assessment data: USA test prep and micro-teaching discussions in the PLC	Fusco, Shannon	9/1/2017	test scores and common assessments	5/31/2018 monthly
G4.MA1 M401598	number of courses and enrollment and pass rate	Brandenberger, Ann	9/1/2017	meeting notes	5/31/2018 quarterly
G4.MA1 M401599	number of courses and enrollment and pass rate	Brandenberger, Ann	9/1/2017	meeting notes	5/31/2018 quarterly
G5.MA1 M401604	ACHIEVE 3000 reports and common assessments	Fusco, Shannon	9/1/2017	lexile improvement and gains in standards knowledge on common assessments	5/31/2018 monthly
G7.MA1 M401615	Attendance reports will indicate progress towards reaching annual attendance goal.	King, Julie	8/14/2017	Attendance reports will indicate a decrease in absenteeism.	5/31/2018 quarterly
G8.MA1 M401618	Benchmark assessment results, common lesson planning	Fusco, Shannon	9/1/2017	Benchmark assessment results	5/31/2018 monthly
G9.MA1 M401621	Feedback from PD and data analysis.	Kerestely, Zoltan	9/1/2017	improved student engagement in lessons	5/31/2018 monthly
G1.B1.S1.MA1 M401574	Suspension rates are checked for a downward trend.	King, Julie	8/31/2017	Project 10 information and Student Reporting data	5/31/2018 monthly
G1.B1.S1.MA1 M401575	Project 10 Team meets regularly to evaluate and support students.	King, Julie	8/1/2017	Monthly updated student indicators are reviewed.	5/31/2018 monthly
G1.B1.S1.A1 A373209	The Project 10 team evaluates student needs individually for background support from counseling to...	King, Julie	9/1/2017	Suspension criteria and rates are reviewed.	5/31/2018 monthly

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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.A2  A373210	The Project 10 team evaluates student needs individually for background support from counseling to...	King, Julie	9/1/2017	Suspension criteria and rates are reviewed.	5/31/2018 monthly
G1.B2.S1.MA1  M401576	[no content entered]	Corso, Ron	8/14/2017	Check with our ESE Liaisons and our Behavior Specialists to see that the data shows the frequency and severity of behavior incidences are decreasing on a monthly basis.	5/31/2018 monthly
G1.B2.S1.MA1  M401577	[no content entered]	King, Julie	8/14/2017	The number of times a student is in the "re focus" room vs. ISR, or OSS on a monthly basis and compare our numbers to last year at the same time.	5/31/2018 one-time
G1.B2.S1.A1  A373211	Make certain all EBD students have a behavioral plan we are all following. Use of the "re focus"...	Corso, Ron	8/14/2017	Check on the behavioral consequences on a monthly basis for ISR, "Re focus", and OSS, have a print out and compare to last year at the same time.	5/31/2018 monthly
G2.B2.S1.MA1  M401584	Input from mulptiple Designed to Align trainings with Trainer, Program Specialist, and Asst...	Shurley, Ryan	9/1/2017	Algebra 1 and Geometry gains in the lowest quartile.	5/31/2018 monthly
G2.B2.S1.MA1  M401585	PLC discussion and Designed to Align implementation	Shurley, Ryan	9/1/2017	PLC notes and assessment data	5/31/2018 weekly
G2.B2.S1.A1  A373213	The Asst. Principal and Program Specialist will train with PLC groups for effective data...	Shurley, Ryan	9/1/2017	assessment data and plc notes	5/31/2018 weekly
G3.B1.S1.MA1  M401588	CC Coordinator and Supervisor will schedule all students monthly with CCL use or Naviance use.	Fusco, Shannon	9/1/2017	students will have documents CC research on a monthly basis	5/31/2018 monthly
G3.B1.S1.MA1  M401589	Monthly updates with coordinator, supervisor and Ed. Foundation	Fusco, Shannon	9/1/2017	All students will have used the CC Lab at least monthly or Naviance to access and track CC readiness	5/31/2018 monthly
G3.B2.S1.MA1  M401590	data discussion and FSA scores study	Fusco, Shannon	9/1/2017	FSA scores and common assessment data	5/31/2018 monthly
G3.B2.S1.MA1  M401591	data discussion and FSA scores study	Fusco, Shannon	9/1/2017	FSA scores and common assessment data	5/31/2018 monthly
G3.B2.S1.MA1  M401592	PLC groups will practice the Visible Learning strategies and discuss success.	Fusco, Shannon	9/1/2017	sign in sheets and plc notes. Facilitator presence at all activities	5/31/2018 weekly
G3.B2.S1.A1  A373215	Visible Learning professional development specific to Learning Intentions and Success Criteria	Fusco, Shannon	9/1/2017	feedback forms and walkthroughs with plc discussion follow up	5/31/2018 monthly
G4.B1.S1.MA1  M401594	Monthly accelerated coursework meetings	Fusco, Shannon	9/1/2017	Meeting notes and leadership team meetings	5/31/2018 monthly
G4.B1.S1.MA1  M401595	Monitor enrollment and pass rate in accelerated courses	Brandenberger, Ann	9/1/2017	Monthly Accelerated Coursework meetings to review data	5/31/2018 quarterly
G4.B1.S1.A1  A373216	students and instructors will promote their programs to the community	Brandenberger, Ann	9/1/2017	Monthly Accellerated Coursework meetings track student progress in this area.	5/31/2018 quarterly
G4.B2.S1.MA1  M401596	a new hire position will allow for this currently	Fusco, Shannon	11/1/2017	enrollment of students in course	5/31/2018 quarterly
G4.B2.S1.A1  A373217	develop a course progression to allow for remediation	Rhoten, Nancy	9/1/2017		5/31/2018 quarterly
G5.B1.S1.MA1  M401600	FSA scores	Fusco, Shannon	9/1/2017	Learning gains on the FSA	5/31/2018 one-time
G5.B1.S1.MA1  M401601	Common PLC discussions of data and reports from the program	Fusco, Shannon	9/1/2017	The team will meet regularly to discuss the efficacy of the data and to continue or change track.	5/31/2018 monthly

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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
G5.B1.S1.A1  A373218	teachers will use ACHIEVE 3000 and Khan academy in the ILA classrooms	Fusco, Shannon	9/1/2017	FSA scores and quarterly assessments.	5/31/2018 daily
G5.B2.S1.MA1  M401602	micro-teaching support to plc's	Fusco, Shannon	9/1/2017	PLC discussions	5/31/2018 monthly
G5.B2.S1.MA1  M401603	PLC discussion	Fusco, Shannon	9/1/2017	PLC notes and common assessment data	5/31/2018 weekly
G5.B2.S1.A1  A373219	PD series in house and backed up by program specialists	Fusco, Shannon	9/1/2017	baseline and midyear student surveys	5/31/2018 monthly
G7.B1.S1.MA1  M401609	Renaissance celebrations will track and reward students with strong attendance	King, Julie	8/14/2017	Decreased absenteeism	5/31/2018 quarterly
G7.B1.S1.MA1  M401610	Attendance reports and SWST notes will indicate students of concern regarding attendance.	King, Julie	8/14/2017	Daily attendance reports, log of parent contact, SWST notes, Log of driver's licenses being revoked, and reinstated, evidence of honoring good attendance with our rewards and ice cream socials, etc.	5/31/2018 weekly
G7.B2.S1.MA1  M401611	[no content entered]	King, Julie	8/14/2017	Make certain with every letter home and Ed Connect as well as opportunities to meet parents we have informaiton available on Sharepoint.	5/31/2018 quarterly
G7.B2.S1.MA1  M401612	[no content entered]	King, Julie	8/14/2017	Open House agenda and informational hand outs, Ed Connect evidence, send informaiton home with our attendance letters and all forms of communication.	5/31/2018 quarterly
G7.B2.S1.A1  A373223	Inform parents through Ed Connect, Open House, and our website on how to get the sharepoint...	King, Julie	8/14/2017		5/31/2018 quarterly
G7.B3.S1.MA1  M401613	Every chance we have we will use the moments to address students and parents about our consequences...	King, Julie	8/14/2017	Connect Ed evidence, Power point slides, Inserts in letters, etc.	5/31/2018 quarterly
G7.B3.S1.MA1  M401614	Evidence of the many ways we have informed parents and students of our attendance consequences and...	King, Julie	8/14/2017	Signed handbook pages, assembly power point slides, Open House, Letters home with information about attendance policies in them.	5/31/2018 quarterly
G7.B3.S1.A1  A373224	Use assemblies, Ed Connect, Open House and Advisories to let students know the importance of coming...	King, Julie	8/14/2017	Evidence that we have communicated our attendance policy and consequences out to our students. Beginning year assemblies, advisories, with our staff, student handbook with signatures, to parents at Open House.	5/31/2018 monthly
G8.B1.S1.MA1  M401616	Conduct classroom observations and review benchmark assessment data	Fusco, Shannon	9/1/2017	Ongoing observation notes, classroom visits, teacher post-conference notes, assessment data	5/31/2018 weekly
G8.B1.S1.MA1  M401617	Review PLC notes, PD sign in sheets, observations and conversations	Fusco, Shannon	9/1/2017	PLC notes, PD sign in sheets, observation notes	5/31/2018 weekly
G8.B1.S1.A1  A373225	Regular PLC or small group plannings to plan standards based curriculum commonly	Fusco, Shannon	9/1/2017		5/31/2018 monthly
G9.B1.S1.MA1  M401619	study of common summative assessments	Kerestely, Zoltan	9/1/2017	data from summative assessments and student understanding of the success of lesssons	5/31/2018 monthly
G9.B1.S1.MA1  M401620	PLC discussions and guided planning for standards	Kerestely, Zoltan	9/1/2017	PLC notes, data analysis	5/31/2018 monthly
G9.B1.S1.A1  A373226	Regular small group guided planning time to discuss data and student success tied to the criteria	Kerestely, Zoltan	9/1/2017	data from common assessments	5/31/2018 monthly



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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
G11.B1.S1.MA1  M401626	Data from common assessments.	Fusco, Shannon	9/1/2017	Success of common assessments.	5/31/2018 quarterly
G11.B1.S1.MA1  M401627	PLC reviews of common assessments and instructional strategies.	Fusco, Shannon	9/1/2017	Data on success of common assessments.	5/31/2018 weekly
G11.B1.S1.A1  A373228	Teachers observe multiple colleagues using highly effective strategies	Fusco, Shannon	9/1/2017	teacher sign in sheets for PD	5/31/2018 monthly
G11.B1.S1.A2  A373229	Visible Learning PD for classroom use.	Fusco, Shannon	9/1/2017	sign in sheets	5/31/2018 monthly
G12.B2.S1.MA1  M401631	Progress Monitoring sheets will be used by Huddle Team Mentors	King, Julie	8/14/2017	Students grades, strategies used, contact with parents etc. will be collected by huddle team mentors weekly and reported out monthly.	5/31/2018 weekly
G12.B2.S1.MA1  M401632	Meet with Project 10 Team Monthly to check progress and offer support	King, Julie	8/14/2017	Project 10 Members will work with their students weekly and will provide progress at our monthly meetings. Information provided to all Huddle Team members about their students.	5/31/2018 one-time
G12.B2.S1.A1  A373231	Project 10 Team will be working with specific targeted groups, "Yellow and Orange" and meet with...	King, Julie	8/14/2017	Students will be divided into huddle groups and will be monitored by a staff member.	5/31/2018 weekly
G2.MA1  M401586	Benchmark assessment data.	Shurley, Ryan	9/1/2017	Improvement in benchmark assessment performance.	6/1/2018 quarterly
G2.MA2  M401587	Student performance on classroom and common assessments.	Shurley, Ryan	9/1/2017	Improvement in student performance on classroom and common assessments.	6/1/2018 monthly
G6.MA1  M401608	Benchmark assessment data.	Shurley, Ryan	9/1/2017	Benchmark assessment scores.	6/1/2018 quarterly
G10.MA2  M401625	Classroom observations.	Shurley, Ryan	9/1/2017	Ongoing observation notes.	6/1/2018 weekly
G12.MA1  M401633	Progress monitoring of 9th-12th grade graduation status with GPA and attendance	Fusco, Shannon	9/1/2017	Graduation rates and numbers of students with credits at grade level.	6/1/2018 weekly
G2.B1.S1.MA1  M401580	Algebra 1 and Geometry EOC Scores.	Shurley, Ryan	9/1/2017	EOC scores.	6/1/2018 one-time
G2.B1.S1.MA4  M401581	Student performance on classroom and common assessments.	Shurley, Ryan	9/1/2017	Improvement in student performance on classroom and common assessments.	6/1/2018 monthly
G2.B1.S1.MA1  M401582	Monitor weekly PLC notes, support facilitation notes and lesson plans.	Shurley, Ryan	9/1/2017	Weekly PLC notes, support facilitation notes and lesson plans.	6/1/2018 weekly
G2.B1.S1.MA2  M401583	Classroom observations.	Shurley, Ryan	9/1/2017	Ongoing observation notes.	6/1/2018 weekly
G2.B1.S1.A1  A373212	Teachers will work in PLC groups and with push in support to improve instructional strategies.	Shurley, Ryan	9/1/2017	Lesson plans, support facilitation notes, PLC notes, ongoing observation notes, assessment data.	6/1/2018 one-time
G6.B1.S1.MA1  M401605	Algebra 1 and Geometry EOC scores	Shurley, Ryan	9/1/2017	EOC Exam Scores	6/1/2018 one-time
G6.B1.S1.MA1  M401606	Weekly monitoring of lesson plans and PLC notes.	Shurley, Ryan	9/1/2017	Lesson plans and PLC notes.	6/1/2018 weekly
G6.B1.S1.MA2  M401607	Classroom observations.	Shurley, Ryan	9/1/2017	Ongoing observation notes.	6/1/2018 weekly
G6.B1.S1.A1  A373220	PD in visible learning, Accountable Talk, Design to Align	Shurley, Ryan	9/1/2017	PD presentations, lesson plans, classroom observations	6/1/2018 monthly

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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
G6.B1.S1.A2  A373221	Implement high impact strategies based in visible learning and a deeper understanding of content.	Shurley, Ryan	9/1/2017	Lesson plans, PLC notes, classroom observations.	6/1/2018 daily
G10.B1.S1.MA1  M401622	Discussion in PLC's and success of benchmark assessments	Shurley, Ryan	9/1/2017	Improvement in benchmark assessments performance.	6/1/2018 quarterly
G10.B1.S1.MA1  M401623	Review feedback from PD and analyze data during PLCs	Shurley, Ryan	9/1/2017	Teacher feedback and common assessment data.	6/1/2018 weekly
G10.B1.S1.A1  A373227	Teachers are offered PD to better understand and utilize state standards and high impact...	Shurley, Ryan	9/1/2017	data from common assessments and PD feedback	6/1/2018 quarterly
G12.B1.S1.MA1  M401629	Monitor student progress towards meeting graduation requirements	Fusco, Shannon	9/1/2017	Student grades, attendance rates.	6/1/2018 monthly
G12.B1.S1.MA1  M401630	Regular monitoring of student academic success	Fusco, Shannon	9/1/2017	Student grades, benchmark assessments, attendance rates	6/1/2018 monthly
G12.B1.S1.A1  A373230	Weekly monitoring of 9th-12th grade graduation status with GPA, attendance, credits	King, Julie	9/1/2017	Graduation rate and students on track with credits.	6/1/2018 monthly

## V. Professional Development Opportunities

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

**G2.** By the end of 2018, there will be a minimum of a six percent increase( 39-45%) in the number of students demonstrating a learning gain in the lowest quartile of the Alg1 and Geo EOC.

**G2.B2** Students enter grade 9 with test scores which already show a need for improved growth

**G2.B2.S1** Teachers will train in micro-teaching and analyzation of data to prepare more directed lessons

### PD Opportunity 1

The Asst. Principal and Program Specialist will train with PLC groups for effective data analyzation to drive instruction.

#### Facilitator

Ryan Shurley and Shannon Fleming

#### Participants

Alg 1 and Geo PLC's

#### Schedule

Weekly, from 9/1/2017 to 5/31/2018

**G3.** By the end of the 2018 school year, there will be a minimum of eight percent increase (32-40%) in the number of students demonstrating a learning gain in the lowest quartile on the ELA FSA

**G3.B2** Students in this quartile struggle to see the relevance of the standards.

**G3.B2.S1** PD specific to the relevance of Learning Intentions and Success Criteria

### PD Opportunity 1

Visible Learning professional development specific to Learning Intentions and Success Criteria

#### Facilitator

Shannon Fusco and Erin Cox

#### Participants

ELA teachers

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

**G5.** By May 2018, There will be a minimum of a eight percent increase (47-55%) in students making learning gains on the FSA.

**G5.B2** Most students who need to make gains have a six year history of not doing so- loss of ambitious goal.

**G5.B2.S1** Intensive PD on learning intentions, effective feedback, and success criteria

**PD Opportunity 1**

PD series in house and backed up by program specialists

**Facilitator**

Shannon Fusco and Erin Cox

**Participants**

ELA teachers

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**G6.** By May 2018, there will be a minimum of a seven percent increase (43-50%) in students making learning gains on the ALG1 and Geo EOC's.

**G6.B1** Students have varying levels of strength and need in mathematics.

**G6.B1.S1** PD and implementation of high impact strategies based in visible learning and deeper understanding of content.

**PD Opportunity 1**

PD in visible learning, Accountable Talk, Design to Align

**Facilitator**

ILT Team, Shannon Fusco, Ryan Shurley, Shannon Flemming

**Participants**

Math Department, All instructional staff, support staff

**Schedule**

Monthly, from 9/1/2017 to 6/1/2018

**G8.** By May 2018, there will be a minimum seven percent increase (68-75%) when less than 75% of students are currently demonstrating proficiency on the US History EOC.

**G8.B1** Having a common planning time for data discussion and standards based lesson planning

**G8.B1.S1** Meeting after hours or during the day in small group sessions with PD leaders

**PD Opportunity 1**

Regular PLC or small group plannings to plan standards based curriculum commonly

**Facilitator**

Shannon Fusco, Bernadette Bennett

**Participants**

Social Studies Department

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**G9.** By May 2018, there will be a minimum of a six percent increase (57-63%) in the number of students demonstrating proficiency when less than 70% are currently demonstrating proficiency (across levels 3&4). Biology EOC

**G9.B1** Common planning to review data and standards driven instruction with learning intentions and success criteria.

**G9.B1.S1** PLC times during the month and guided times during PD days.

**PD Opportunity 1**

Regular small group guided planning time to discuss data and student success tied to the criteria

**Facilitator**

Zoli Kerestely / Ryan Miller

**Participants**

Science teachers

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

**G10.** By May 2018, there will be a minimum of a four percent increase for all students when less than 70% are currently demonstrating proficiency (across level 3&4) Algebra 1 and Geometry. (Move 61to 65% overall)

**G10.B1** Understanding course standards and test specifications.

**G10.B1.S1** Teachers are offered district and school-based professional developments on DOK and the math practices via Design to Align and high impact instructional strategies via Visible Learning.

**PD Opportunity 1**

Teachers are offered PD to better understand and utilize state standards and high impact instructional strategies to drive instruction and assessment

**Facilitator**

Ryan Shurley, Shannon Fusco, Shannon Fleming

**Participants**

Math department

**Schedule**

Quarterly, from 9/1/2017 to 6/1/2018

**G11.** By May 2018, there will be a minimum of a six percent increase (54-60%) in the number of students proficient on the FSA Grades 9&10 when currently less than 70% are proficient.

**G11.B1** Time and substitutes for large group professional development.

**G11.B1.S1** PD strategy has been reworked to allow more classrooms walkthroughs then PLC discussions with program specialists

**PD Opportunity 1**

Teachers observe multiple colleagues using highly effective strategies

**Facilitator**

ILT teachers and program specialists

**Participants**

All teachers

**Schedule**

Monthly, from 9/1/2017 to 5/31/2018

## **PD Opportunity 2**

Visible Learning PD for classroom use.

### **Facilitator**

ILT team

### **Participants**

All teachers

### **Schedule**

Monthly, from 9/1/2017 to 5/31/2018

## VI. Technical Assistance Items

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

**G12.** For the school year 2016-17 there will be a 6% increase (84-90%) in the number of students graduating with their cohort- lag data

**G12.B1** Students are behind on their graduation credits and other requirements.

**G12.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, Julie King, Ryan Shurley

#### Participants

Guidance, liaisons, administration

#### Schedule

Monthly, from 9/1/2017 to 6/1/2018

## VII. Budget

1	G1.B1.S1.A1	The Project 10 team evaluates student needs individually for background support from counseling to DJJ and what has been provided	\$0.00
2	G1.B1.S1.A2	The Project 10 team evaluates student needs individually for background support from counseling to DJJ and what has been provided	\$0.00
3	G1.B2.S1.A1	Make certain all EBD students have a behavioral plan we are all following. Use of the "re focus" room as opposed to suspension days.	\$0.00
4	G10.B1.S1.A1	Teachers are offered PD to better understand and utilize state standards and high impact instructional strategies to drive instruction and assessment	\$0.00
5	G11.B1.S1.A1	Teachers observe multiple colleagues using highly effective strategies	\$0.00
6	G11.B1.S1.A2	Visible Learning PD for classroom use.	\$0.00
7	G12.B1.S1.A1	Weekly monitoring of 9th-12th grade graduation status with GPA, attendance, credits	\$0.00
8	G12.B2.S1.A1	Project 10 Team will be working with specific targeted groups, "Yellow and Orange" and meet with them to insure success.	\$0.00
9	G2.B1.S1.A1	Teachers will work in PLC groups and with push in support to improve instructional strategies.	\$0.00
10	G2.B2.S1.A1	The Asst. Principal and Program Specialist will train with PLC groups for effective data analyzation to drive instruction.	\$0.00
11	G3.B1.S1.A1	School wide use of CC Lab with Naviance	\$0.00



12	G3.B2.S1.A1	Visible Learning professional development specific to Learning Intentions and Success Criteria	\$0.00
13	G4.B1.S1.A1	students and instructors will promote their programs to the community	\$0.00
14	G4.B2.S1.A1	develop a course progression to allow for remediation	\$0.00
15	G5.B1.S1.A1	teachers will use ACHIEVE 3000 and Khan academy in the ILA classrooms	\$0.00
16	G5.B2.S1.A1	PD series in house and backed up by program specialists	\$0.00
17	G6.B1.S1.A1	PD in visible learning, Accountable Talk, Design to Align	\$0.00
18	G6.B1.S1.A2	Implement high impact strategies based in visible learning and a deeper understanding of content.	\$0.00
19	G7.B1.S1.A1	Review daily attendance reports for students with multiple unexcused absences and families/guidance will be notified.	\$0.00
20	G7.B2.S1.A1	Inform parents through Ed Connect, Open House, and our website on how to get the sharepoint information and know as soon as their child is absent or tardy.	\$0.00
21	G7.B3.S1.A1	Use assemblies, Ed Connect, Open House and Advisories to let students know the importance of coming to school	\$0.00
22	G8.B1.S1.A1	Regular PLC or small group plannings to plan standards based curriculum commonly	\$0.00
23	G9.B1.S1.A1	Regular small group guided planning time to discuss data and student success tied to the criteria	\$0.00
<b>Total:</b>			<b>\$0.00</b>