

Sarasota County Schools

North Port High School



2018-19 Schoolwide Improvement Plan

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North Port High School

6400 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/northporthigh

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

School Grades History

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

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Johnson, Brandon	Principal
Corso, Ron	Assistant Principal
Fusco, Shannon	Assistant Principal
Shurley, Ryan	Assistant Principal
O'Gorman, Victoria	Teacher, ESE
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
Backo, Autumn	Teacher, K-12
Thomas, Lee	School Counselor
Conway, Cynthia	Teacher, K-12

Duties

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

The Principal allocates resources to the administrative team, each member of which provides academic support to multiple areas.

Johnson- School wide systems

Corso- Social Sciences, CTE, and discipline

Kerestely- Science, PE, and discipline

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

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

King- VPA, all facilities and athletics

Brandenberger- AICE
 Conway - CC Readiness/Naviance
 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. Department chairs meet monthly with administration at SLC meetings, and are leaders within the instructional leadership team, especially within their own departments.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	140	132	170	192	634
One or more suspensions	0	0	0	0	0	0	0	0	0	42	45	32	28	147
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	30	25	24	3	82
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	171	83	2	0	256

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	62	37	13	12	124

The number of students identified as retainees:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	11	13	16	4	44
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 9/24/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	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	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	84	68	14	26	192

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	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	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	84	68	14	26	192

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

Math learning gains and bottom quartile. Math and ELA gains have typically been the lowest.

Which data component showed the greatest decline from prior year?

Black students in social studies showed the greatest decline from the prior year.

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

Algebra had the biggest gap compared to the state average at -5.

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

ELA bottom quartile was the largest increase, but it has not remained steady from year to year. Overall ELA gains were large, and science also gained 10 points. None has been in place long enough to be a trend.

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

ELA teams used focused analysis of BQ students and tracked them consistently on common assessments. Biology began an effective PLC for the first time and used common methods of tutorial.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	67%	56%	54%	62%	52%
ELA Learning Gains	58%	57%	53%	51%	52%	46%
ELA Lowest 25th Percentile	50%	47%	44%	41%	41%	38%
Math Achievement	60%	69%	51%	55%	58%	43%
Math Learning Gains	47%	52%	48%	49%	43%	39%
Math Lowest 25th Percentile	45%	53%	45%	38%	39%	38%
Science Achievement	67%	77%	67%	60%	70%	65%
Social Studies Achievement	68%	79%	71%	69%	77%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	140 (83)	132 (88)	170 (81)	192 (140)	634 (392)
One or more suspensions	42 (71)	45 (82)	32 (68)	28 (32)	147 (253)
Course failure in ELA or Math	30 (79)	25 (80)	24 (75)	3 (15)	82 (249)
Level 1 on statewide assessment	171 (150)	83 (145)	2 (0)	0 (0)	256 (295)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	57%	66%	-9%	53%	4%
	2017	52%	64%	-12%	52%	0%
Same Grade Comparison		5%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
10	2018	60%	65%	-5%	53%	7%
	2017	54%	62%	-8%	50%	4%
Same Grade Comparison		6%				
Cohort Comparison		8%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	75%	-11%	65%	-1%
2017	54%	69%	-15%	63%	-9%
Compare		10%			

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	76%	-11%	68%	-3%
2017	66%	73%	-7%	67%	-1%
Compare		-1%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	77%	-20%	62%	-5%
2017	45%	71%	-26%	60%	-15%
Compare		12%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	58%	71%	-13%	56%	2%
2017	63%	70%	-7%	53%	10%
Compare		-5%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	42	33	38	46	45	43	42		72	27
ELL	21	45	46	44	63	71	53	29		52	43
ASN	76	72		63	40						
BLK	40	51	51	38	42	50	43	46		72	44
HSP	60	58	43	62	51	52	69	65		85	59
MUL	59	59	50	60	45	36	78	73		82	74
WHT	61	59	50	63	47	44	69	72		86	61
FRL	55	56	49	57	47	48	64	60		83	58

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	25	24	18	27	29	20	28		61	11
ELL	9	23	28	41	59	56	19			65	27
ASN	70	10		50	36						
BLK	29	34	30	39	40	37	28	55		82	37
HSP	54	42	43	55	45	44	62	52		85	65
MUL	58	49	20	65	37	33	52	81		67	33
WHT	57	50	31	65	44	40	60	72		84	58
FRL	47	42	29	54	40	37	53	63		82	53

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1

Title ELA Achievement

Rationale To continue improving overall ELA achievement so that all students are able to access a standard high school diploma.

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase to 63% proficiency for all students.

Point Person Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Action Step

Description Teacher teams are continuing with Visible Learning but focusing directly on Micro-teaching and deconstructing lessons in the PLC. All tested areas are beginning with a test spec training in September which will move to common FSA/EOC discussions in October. The micro-teaching PD is whole school with extra emphasis on tested areas. Micro-teaching or lesson planning is the main focus with school wide time and full days individualized to ELA 9 and 10. Teams are focusing on lesson effectiveness and improvement where needed. Tutoring support is available for students after school in the media center Monday through Thursday. We will provide transportation and snacks for students after school to reduce barriers that might prevent them from being able to participate in these programs.

Person Responsible Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Common assessment data from USA test Prep, District Benchmarks, and PLC discussion Weekly PLC discussions on lesson planning and effectiveness. Monthly administrator walk throughs on common tested areas for full school use of literacy strategies. PRIDE Observation notes will be used to coach teachers regarding how they are approaching supporting their subgroups and students as a whole.

Person Responsible Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Activity #2

Title	ELA Learning Gains and Bottom Quartile Learning Gains
Rationale	To improve effective demonstration of learning for students who may not have reached proficiency and to see incremental gains noted for all students. Supported classes are working to bring their students gains on par with the full student body.
Intended Outcome	By the year 2019, there will be a minimum of a six percentage point increase for all students to 64% and a minimum six percentage point increase to 56% for students in the bottom quartile.
Point Person	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Action Step

Description	Teachers will train across curriculum areas with Social Studies and Science to support literacy from all content areas. Visible Learning PD will allow time for effective Micro-Teaching strategies in the PLC and debriefing the lessons. There are additional full days of micro-teaching practice to allow ELA 9 and 10 and supporting Environment, Biology and World History Departments to focus on literacy across the curriculum. World and ILA teacher have done additional digging into the FSA writing rubric. English 2 specifically targets students per teacher from a high-risk group for individualized instruction. English PLCs include time for instructional looks at topics of interest for high-risk groups. Tutoring support is available for students after school in the media center Monday through Thursday. We will provide transportation and snacks for students after school to reduce barriers that might prevent them from being able to participate in these programs.
Person Responsible	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description	Common assessments within the department used to determine the student success are areas which need focus. PLC time for micro-teaching discussions and the use of USA test prep, district benchmarks, and cross curricular planning are included. Admin teams do monthly discussion with the department chair or common walk throughs to determine use of highly effective literacy strategies in the classrooms. PRIDE Observation notes will be used to coach teachers regarding how they are approaching supporting their subgroups.
Person Responsible	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Activity #3

Title Math Achievement

Rationale To continue improving overall math achievement so that all students are able to access a standard high school diploma.

Intended Outcome By 2019, there will be a minimum of a six percentage point increase to 66% proficiency for all students.

Point Person Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Action Step

Description

Teacher teams are continuing with Visible Learning and focusing directly on Micro-teaching and deconstructing lessons in the PLC. There is also a continued focus on using the math practices to deepen understanding of standards. Teachers will closely analyze a variety of student data to monitor their progress towards mastery of standards. Struggling students will receive tier 2 and 3 interventions that target specific standard and skill deficiencies based on individual student need. These interventions will include differentiated small group and individual instruction in the classroom, as well as through Math Lab, Tutoring, and Math Mastery Prep support after school. We will provide transportation and snacks for students after school to reduce barriers that might prevent them from being able to participate in these programs.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

Common assessment data, district benchmark assessment data, and data from interventions will be used to drive PLC discussions and approaches to planning future instruction. PRIDE Observation notes will be used to coach teachers regarding how they are approaching supporting their subgroups and students as a whole.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Activity #4

Title Math Learning Gains and BQ Learning Gains

Rationale To improve effective demonstration of learning for students who may not have reached proficiency and to see incremental gains noted for all students.

Intended Outcome By the year 2019, there will be a minimum of a six percentage point increase for all students to 53% and a minimum six percentage point increase to 51% for bottom quartile students demonstrating an annual learning gain.

Point Person Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Action Step

Description Teacher teams are continuing with Visible Learning and focusing directly on Micro-teaching and deconstructing lessons in the PLC. Teachers will identify "at-risk" students through several criteria; bottom quartile from previous year's state math assessment, failure of current year benchmark assessment, or a failing grade in their current course. Teachers will implement tier 2 and 3 interventions that target specific standard and skill deficiencies based on individual student need and closely analyze a variety of student data to monitor their progress towards mastery of standards and demonstration of learning gains from the prior year. These interventions will include differentiated small group and individual instruction in the classroom, as well as through Math Lab, Tutoring, and Math Mastery Prep support after school. We will provide transportation and snacks for students after school to reduce barriers that might prevent them from being able to participate in these programs.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Prior year FSA data, common assessment data, district benchmark assessment data, and data from interventions will be used to drive PLC discussions and approaches to planning future instruction.

PRIDE Observation notes will be used to coach teachers regarding how they are approaching supporting their subgroups and students as a whole.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Activity #5

Title Biology Achievement

Rationale To continue to support an increase in science achievement as measured on statewide assessments and prepare students to enter into more rigorous science coursework.

Intended Outcome By the year 2019, there will be a minimum of a six percentage point increase for all students to 73% proficiency.

Point Person Zoltan Kerestely (zoltan.kerestely@sarasotacountyschools.net)

Action Step

Description

Teacher teams are continuing with Visible Learning but focusing directly on Micro-teaching and deconstructing lessons in the PLC. All tested areas are beginning with a test spec training in September which will move to common FSA/EOC discussions in October. The micro-teaching PD is whole school with extra emphasis on tested areas. Bio Buddies reciprocal teaching is carrying over from last year, so that students who have mastered content will be supporting struggling peers. Struggling students will also participate in an after-school Bio-Rewind which will include mini-focus lessons which re-teach and assess standards and skills from previous chapters. We will provide transportation and snacks for students after school to reduce barriers that might prevent them from being able to participate in these programs.

Person Responsible Zoltan Kerestely (zoltan.kerestely@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description

Common assessment data, USA testprep, and benchmark assessment data will be used to drive re-teaching and lessons directed at under-performing groups. PLC Discussions and PRIDE Observation notes will be used to coach teachers regarding how they are approaching support for their subgroups and students as a whole.

Person Responsible Zoltan Kerestely (zoltan.kerestely@sarasotacountyschools.net)

Activity #6

Title US History Achievement

Rationale To continue to support an increase in social studies achievement as measured on statewide assessments and prepare students to enter into more rigorous social studies coursework.

Intended Outcome By the year 2019, there will be a minimum of a six percentage point increase to 74% proficiency.

Point Person Ron Corso (ron.corso@sarasotacountyschools.net)

Action Step

Description Teacher teams are continuing with Visible Learning but focusing directly on Micro-teaching and deconstructing lessons in the PLC. The micro-teaching PD is whole school with extra emphasis on tested areas. Struggling students will be recommended to participate in after-school tutoring in the media center. We will provide transportation and snacks for students after school to reduce barriers that might prevent them from being able to participate in these programs. Teachers will focus for a full day on lesson study specific to literacy strategies, vocabulary, and sub-group interest. World History teachers' standards are aligned to the US History EOC needs.

Person Responsible Ron Corso (ron.corso@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Common assessment data, USA testprep, and benchmark assessment data will be used to drive re-teaching and lessons directed at under-performing groups. PLC Discussions and PRIDE Observation notes will be used to coach teachers regarding how they are approaching support for their subgroups and students as a whole.

Person Responsible Ron Corso (ron.corso@sarasotacountyschools.net)

Activity #7	
Title	Graduation Rate
Rationale	To increase the percentage of students that earn a standard diploma with their graduating cohort.
Intended Outcome	By the year 2019, there will be a minimum of a 3 percentage point increase in students who earn a standard diploma with their graduating cohort.
Point Person	Julie King (julie.king@sarasotacountyschools.net)
Action Step	
Description	A large Project 10 team will meet bi-weekly with at-risk students in 10th, 11th and 12th grade to monitor academic performance and attendance. Students who are extremely at-risk are given tier 2 and 3 interventions based on individual need. ADD INTERVENTIONS FROM EACH CONTENT!!! PBD teachers meet monthly with the guidance department and administration regarding the performance of students who are working to on credit retrieval. Juniors and seniors needing concordant scores are testing successfully on the ACT/SAT.
Person Responsible	Julie King (julie.king@sarasotacountyschools.net)
Plan to Monitor Effectiveness	
Description	The Project 10 team reviews academic performance and attendance. PBD teachers meet monthly with the guidance department and administration regarding the performance of students who are working to on credit retrieval. ACT concordant scores from in-house testing moved 20 students from certificate to diploma.
Person Responsible	Julie King (julie.king@sarasotacountyschools.net)

Activity #8

Title Accelerated Coursework

Rationale To increase the percentage of students that earn credit for accelerated coursework.

Intended Outcome By the year 2019, 79% of graduating seniors will earn accelerated coursework credit in one or more courses.

Point Person Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Action Step

Description Non-AICE underclassmen will be placed into CTE courses. Students who fail a CTE industry cert exam in the freshman year will be placed in another CTE course their sophomore year. The majority of students will have taken the AICE General Paper course and sat for the final assessment by the end of their senior year. All students are considered, and this year the subgroup sets were closely monitored for an increase in AICE courses. A team reviewed student data over the summer and called parents about enrolling in accelerated classes. AICE teachers spend PLC time looking at trends of their students and recruiting students from less represented subgroups.

Person Responsible Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Accelerated Coursework team meets monthly to track student performance. The AICE coordinator and APC spend summer time looking at student data to increase the AICE program success and specifically pull in subgroup students. This year the AICE Coordinator has a support period for students already in the program who are struggling with time management and a period tied specifically to grade 9 students who were placed in AICE based on indicators for success rather than requesting it. Many come from subgroups and have never taken higher level courses.

Person Responsible Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Activity #9

Title Math Achievement - At Risk Subgroups

Rationale There is a 15-20 percentage point gap between the achievement levels of students identified as Black or with special learning needs as compared to other subgroups.

Intended Outcome By 2019, there will be a minimum of a six percentage point increase for students within these subgroups when less than 70% are currently demonstrating proficiency.

Point Person Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Action Step

Description Students in these subgroups will receive tier 2 and 3 interventions that target specific standard and skill deficiencies based on individual student need and closely analyze a variety of student data to monitor their progress towards mastery of standards and demonstration of learning gains from the prior year. These interventions will include differentiated small group and individual instruction in the classroom provided via a support facilitation model, as well as through Math Lab, Tutoring, and Math Mastery Prep support after school. We will provide transportation and snacks for students after school to reduce barriers that might prevent them from being able to participate in these programs.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Prior year FSA data, Common assessment data, district benchmark assessment data, and data from interventions will be used to drive PLC discussions and approaches to planning future instruction.

PRIDE Observation notes will be used to coach teachers regarding how they are approaching supporting their subgroups and students as a whole.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Activity #10

Title ELA at risk subgroup achievement

Rationale To continue to focus on small groups with special needs and interests

Intended Outcome By the year 2019, there will be a minimum of a four percentage point increase for all students in these groups when fewer than 70% are currently demonstrating proficiency

Point Person Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Action Step

PD is given by the ILT to support Teacher Credibility and Relationship building- some modules are specific to subgroup students.
 Project 10 teams and mentors are working directly to support these groups both in class and after hours.
 PLC discussion of materials is directly focused on subgroup interests- high interest topics are routinely brought in for more diversity.
 Naviance is a tool for student goals and engagement. This is introduced in grade 9 with the College and Career Readiness class.
Description Subgroup students often fall into the project 10 category, and when they do, every effort is made to assign a mentor or to connect the student directly with a guidance counselor or administrator. When the subgroup students have disciplinary issues, restorative practices are used, or extra time is spent with administration and support personnel to develop a relationship. SWD students have two behavior specialists and a school psychologist tied to the program.
 Tutoring support is available for students after school in the media center Monday through Thursday. We will provide transportation and snacks for students after school to reduce barriers that might prevent them from being able to participate in these programs.

Person Responsible Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Multiple observation rounds are used to view relationships in the classroom. Debriefs are given in PRIDE meetings and at group PLC lesson study discussion. Project 10 data is debriefed monthly. PLC discussions in micro-teaching rounds focus on activity of subgroup students in the classroom. Grade 9 students in College and Career classes and grade 10 in ESE Support classes use Naviance as a way to find paths to success and research goals. Subgroup students are tracked by the English 2 team specifically for gains. Each teacher has a group of ten who are specifically targeted for gains.
 After school tutoring is available twice per week in the media center with a bus available at 4:30.
 PRIDE Observation notes will be used to coach teachers regarding how they are approaching supporting their subgroups and students as a whole.

Person Responsible Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Activity #11

Title PBIS - Attendance and Discipline

Rationale Increasing attendance and decreasing discipline referrals increases student access to classroom instruction.

Intended Outcome By the year 2019, the percentage of students who have moderate to chronic absences will decrease from 25% to 15% and the percentage of students suspended one or more days will decrease from 6% to 3%.

Point Person Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Action Step

Description Bobcat PRIDE is North Port High School's PBIS system. Schoolwide and individualized classroom expectations have been designed to align with school needs identified through academic, discipline and attendance data. Expectations for student, staff and visitors are explicitly taught throughout campus and during monthly advisory lessons, and reinforced at Tier 1 level through verbal recognition, Bobcat Bucks, Round of A Paws, and quarterly celebrations. Tier 2 and 3 reinforcements include smaller and individualized mentorships and behavior plans.

Person Responsible Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description Discipline data is monitored weekly through an administrative review of ODRs. The at-risk coordinator monitors daily attendance and recommends students with attendance concerns to SWST and contacts families. Academic performance data is regularly monitored by the assistant principal over each content area as well as the APC.

Person Responsible Julie King (julie.king@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 restuarants, 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 Education Foundation supports the Student Success 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.

PFEP Link

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

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.

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.

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.

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.

Part V: Budget

Total:	\$0.00
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