

Sarasota County Schools

# North Port High School



## 2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>25</b>

# North Port High School

6400 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/northporthigh

## Demographics

Principal: Shannon Fusco

Start Date for this Principal: 8/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School PK, 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	62%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (63%) 2017-18: B (60%) 2016-17: B (54%) 2015-16: B (55%) 2014-15: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>23</b>
<b>Budget to Support Goals</b>	<b>25</b>

## North Port High School

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www.sarasotacountyschools.net/northporthigh

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	B	B	B

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<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	Job Duties and Responsibilities
Johnson, Brandon	Principal	Oversee the implementation of all components of the School Improvement Plan.
Corso, Ron	Assistant Principal	Oversee all components of the School Improvement Plan related to U.S. History and graduation rate.
Fusco, Shannon	Assistant Principal	Oversee all components of the School Improvement Plan.
Shurley, Ryan	Assistant Principal	Oversee all components of the School Improvement Plan related to math.
O'Gorman, Victoria	Teacher, ESE	
Hogue, Deborah	Teacher, K-12	
Caracciolo, Teresa	Teacher, K-12	
Knight, Christopher	Teacher, K-12	
King, Julie	Assistant Principal	Oversee all components of the School Improvement Plan related to graduation rate.
Kerestely, Zoltan	Assistant Principal	Oversee all components of the School Improvement Plan related to Biology and graduation rate.
Brandenberger, Ann	Teacher, K-12	
Backo, Autumn	Teacher, K-12	
Thomas, Lee	School Counselor	
Conway, Cynthia	Teacher, K-12	

## Early Warning Systems

### Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	628	631	585	511	2355
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	150	158	94	4	406
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

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

#### 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	17	23	21	2	63	
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	5	10	9	31	

#### FTE units allocated to school (total number of teacher units)

132

#### Date this data was collected or last updated

Wednesday 8/21/2019

#### Prior Year - 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	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 with two or more early warning indicators:

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

**Prior Year - 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	138	116	121	117	492
One or more suspensions	0	0	0	0	0	0	0	0	0	67	23	22	10	122
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	35	22	19	2	78
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	150	158	94	4	406

**The number of students with two or more early warning indicators:**

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

**Part II: Needs Assessment/Analysis****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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	67%	56%	54%	63%	53%
ELA Learning Gains	52%	53%	51%	47%	53%	49%
ELA Lowest 25th Percentile	46%	46%	42%	32%	43%	41%
Math Achievement	56%	63%	51%	61%	62%	49%
Math Learning Gains	59%	51%	48%	43%	46%	44%
Math Lowest 25th Percentile	50%	48%	45%	39%	41%	39%
Science Achievement	70%	78%	68%	57%	68%	65%
Social Studies Achievement	72%	81%	73%	68%	76%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	628 (0)	631 (0)	585 (0)	511 (0)	2355 (0)
Attendance below 90 percent	0 (140)	0 (132)	0 (170)	0 (192)	0 (634)
One or more suspensions	0 (42)	0 (45)	0 (32)	0 (28)	0 (147)
Course failure in ELA or Math	0 (30)	0 (25)	0 (24)	0 (3)	0 (82)
Level 1 on statewide assessment	150 (171)	158 (83)	94 (2)	4 (0)	406 (256)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	55%	65%	-10%	55%	0%
	2018	57%	66%	-9%	53%	4%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	57%	63%	-6%	53%	4%
	2018	60%	65%	-5%	53%	7%
Same Grade Comparison		-3%				
Cohort Comparison		0%				

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
2019	70%	77%	-7%	67%	3%
2018	64%	75%	-11%	65%	-1%
Compare		6%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	77%	-7%	70%	0%
2018	65%	76%	-11%	68%	-3%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	73%	-32%	61%	-20%
2018	57%	77%	-20%	62%	-5%
Compare		-16%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	69%	-5%	57%	7%
2018	58%	71%	-13%	56%	2%
Compare		6%			

## Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	23	35	29	26	55	37	36	36		71	29
ELL	19	44	48	33	59	20	39	53		100	61
ASN	60	53									
BLK	46	50	48	41	61	54	57	53		87	62
HSP	53	55	48	57	63	57	70	64		88	76
MUL	55	44	31	56	52	40	70	76		91	78
WHT	60	52	46	58	58	47	73	76		87	79
FRL	52	49	42	51	59	46	67	68		86	74
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

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
WHT	57	50	31	65	44	40	60	72		84	58
FRL	47	42	29	54	40	37	53	63		82	53

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	674
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	57
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The ELA component is the component with the lowest performance although the Learning Gain for Bottom Quartile rate remains the highest in the district for the second year in a row. All three categories dropped this year, but there is no trend over multiple years. For the 18-19 year, seven English 1 and 2 classes had a substitute for over half the school year. The math achievement was at a significant loss due to a twenty point drop in Algebra achievement. All level 3-5 (from 7th grade) students were tested in Algebra at the middle schools last year.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The overall ELA learning gains showed the greatest decline- six points from the prior year. Having a substitute with seven classes, approximately 150 students, contributed to this decline.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

NPBS is one point below the state average in Social Studies achievement.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Math learning gains showed a 12 point gain, and Acceleration data showed a 17 point gain. Math was working very cohesively on lesson planning and benchmark assessing with remediation. Acceleration data is now tracked very closely with a plan for enrolling students to gain this credit beginning with the freshman year.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance remains a large concern as it not only affects the individual student but the entire class which must slow down or repeat to accommodate.

Additionally, students testing at level one on any assessment are a concern, not only for their personal failure, but for the ramifications on their schedules and choice of classes for college and career readiness.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. ESE subgroup achievement
2. Algebra achievement
3. ELA achievement

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	ELA Achievement
<b>Rationale</b>	To improve overall ELA achievement so that all students are able to access a standard high school diploma.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum of a four percentage point increase for all students when fewer than 70% are currently demonstrating proficiency.
<b>Person responsible for monitoring outcome</b>	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	PLC groups will work vertically and horizontally the other teams continuing to focus on the Visible Learning aspect from the two previous years including accountable talk and transparent learning intentions and success criteria. This year teams will pursue cultural proficiency supported by social-emotional learning. Tier two small group interventions are planned for differentiated instruction in classrooms.
<b>Rationale for Evidence-based Strategy</b>	NPHS has shown solid gains in most areas based upon the strategies implemented for the past two years. The majority of teachers are effective to highly effective when using these strategies. The work needs to tie to cultural proficiency, social-emotional understanding between the teacher- student unit, and student engagement into the lesson. Multiple group and individualized PD have been put in place. Program specialists and administration work side by side in classrooms where assistance is needed.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Visible Learning PD is in year three with wrap around practice and catch-up for new faculty.</li> <li>2. PD this year focuses on taking the tools of the past two years and tying them to student and teacher engagement.</li> <li>3. New district designed PD is in place to hold four sessions with vertical alignment for NPHS and the two supporting feeder schools.</li> </ol>
<b>Person Responsible</b>	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

#2	
<b>Title</b>	ELA Learning Gains and BQ Learning Gains
<b>Rationale</b>	To improve effective demonstration of learning for students who may not have reached proficiency and to see incremental gains noted for all students.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum six percentage point increase for all students and a minimum six percentage point increase for BQ students demonstrating an annual learning gain.
<b>Person responsible for monitoring outcome</b>	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Strategies on social-emotional learning and cultural proficiency are to be implemented in classrooms at all levels. ILA teachers will receive extra training. One teacher has been to a national conference and will extend the learned knowledge to the team. ACHIEVE 3000 is used in all ILA classrooms, and USA Test Prep is used at all levels to benchmark and drive individualized remediation.
<b>Rationale for Evidence-based Strategy</b>	Strategies implemented for the past two years are in place with current staff. The task now is to raise student engagement and teacher awareness of that. District and Ed Foundation backed training in social-emotional understanding is scheduled this year for all staff through on and off site PD.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Introductory PD during pre-week for all staff</li> <li>2. Pre and post surveys to guide the work this year will be administered</li> <li>3. ACHIEVE 3000 and USA Test Prep are used almost daily in classrooms to guide instructional needs</li> <li>4. PLC groups work horizontally and vertically to plan engaging standards based lessons</li> </ol>
<b>Person Responsible</b>	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

#3	
<b>Title</b>	Math Achievement
<b>Rationale</b>	To increase overall math achievement so that all students are able to access a standard high school diploma and are better prepared to engage in more rigorous math coursework.
<b>State the measurable outcome the school plans to achieve</b>	By 2020, there will be a minimum of a six percentage point increase for all students when less than 70% are currently demonstrating proficiency.
<b>Person responsible for monitoring outcome</b>	Ryan Shurley (ryan.shurley@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	PLC groups will continue to focus on the Visible Learning aspect from the two previous years including accountable talk and transparent learning intentions and success criteria. This year teams will pursue cultural proficiency supported by social-emotional learning and building collective teacher efficacy to support high expectations for student performance. PLCs will also continue to collaboratively review a variety of student data to determine tier two small group interventions for differentiated instruction in classrooms.
<b>Rationale for Evidence-based Strategy</b>	NPHS has shown gains in Geometry proficiency, overall math gains and math bottom quartile learning gains based upon the strategies implemented for the past two years. The majority of teachers are effective to highly effective when using these strategies. The work needs to tie to cultural proficiency, social-emotional understanding between the teacher-student unit, and student engagement into the lesson, particularly in Algebra to see our proficiency increase in this area. Multiple group and individualized PD have been put in place. Program specialists and administration work side by side in classrooms where assistance is needed.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Visible Learning PD is in year three with wrap around practice and catch-up for new faculty.</li> <li>2. PD this year focuses on taking the tools of the past two years and tying them to student and teacher engagement.</li> <li>3. Use of district dashboards to access and use student data to drive instruction.</li> <li>4. Collaboratively review benchmark assessment data to drive instruction.</li> </ol>
<b>Person Responsible</b>	Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

#4	
<b>Title</b>	Math Learning Gain and BQ Learning Gains
<b>Rationale</b>	To improve effective demonstration of learning for students who may not have reached proficiency and to see an increase of at least one year's growth in math for all students.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum of a six percentage point increase for all students and a minimum six percentage point increase for BQ students demonstrating an annual learning gain on statewide math assessments.
<b>Person responsible for monitoring outcome</b>	Ryan Shurley (ryan.shurley@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	PLC groups will continue to focus on the Visible Learning aspect from the two previous years including accountable talk and transparent learning intentions and success criteria. This year teams will pursue cultural proficiency supported by social-emotional learning and building collective teacher efficacy to support high expectations for student performance. PLCs will also continue to collaboratively review a variety of student data to determine tier two small group interventions for level 1 and 2 students to differentiate instruction in classrooms.
<b>Rationale for Evidence-based Strategy</b>	NPHS has shown an increase in overall math gains and math bottom quartile learning gains based upon the strategies implemented for the past two years. The work needs to tie to cultural proficiency, social-emotional understanding between the teacher- student unit, and student engagement into the lesson, particularly in Algebra to see our proficiency increase in this area. We saw improved performance by increasing expectations for students in Geometry and plan to transfer this mindset to Algebra this year. Multiple group and individualized PD have been put in place. Program specialists and administration work side by side in classrooms where assistance is needed.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Visible Learning PD is in year three with wrap around practice and catch-up for new faculty.</li> <li>2. PD this year focuses on taking the tools of the past two years and tying them to student and teacher engagement.</li> <li>3. Use of district dashboards to access and use student data to drive instruction.</li> <li>4. Collaboratively review benchmark assessment data to drive instruction.</li> <li>5. Classroom and after-school interventions for students at risk of course failure or failing the Algebra or Geometry EOC.</li> </ol>
<b>Person Responsible</b>	Ryan Shurley (ryan.shurley@sarasotacountyschools.net)

#5	
<b>Title</b>	Biology Achivement
<b>Rationale</b>	To continue to support an increase in science achievement as measured on statewide assessments and prepare students to enter into more rigorous science coursework.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum of a four percentage point increase for all students on the Biology EOC.
<b>Person responsible for monitoring outcome</b>	Zoltan Kerestely (zoltan.kerestely@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Teachers are using standardized assessments and closing in on common lesson planning. The team looks at data weekly. All classrooms work together in the second semester for tier three interventions using peer to peer tutoring in specific areas.
<b>Rationale for Evidence-based Strategy</b>	Since these strategies have been put into place, Biology scores have risen each year. The team continues to look for ways to improve their use. Resources are extra time for planning and using differentiate instruction by multiple teachers. USA test prep is used to drive re-teaching.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Visible Learning PD is in year three with wrap around practice and catch-up for new faculty.</li> <li>2. PD this year focuses on taking the tools of the past two years and tying them to student and teacher engagement.</li> <li>3. Use of district dashboards to access and use student data to drive instruction.</li> <li>4. Collaboratively review benchmark assessment data to drive instruction.</li> <li>5. This data is used for tier three interventions in semester two.</li> </ol>
<b>Person Responsible</b>	Zoltan Kerestely (zoltan.kerestely@sarasotacountyschools.net)

#6	
<b>Title</b>	U.S. History Achievement
<b>Rationale</b>	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.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum of a four percentage point increase for all students on the U.S. History EOC.
<b>Person responsible for monitoring outcome</b>	Ron Corso (ron.corso@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	<p>Social Studies professional development will enhance strategies regarding visible learning (24 Principles). The department is provided a professional development program that consist of 24 principles, accountable talk and high expectations by Jon Sapphire. Throughout the year, teachers will demonstrate their instructional best practices in the classroom. Questioning techniques will be a focal point as a springboard to:</p> <ul style="list-style-type: none"> <li>• Learning intentions</li> <li>• Success criteria</li> <li>• Feedback</li> <li>• PLC focus (data driven)</li> <li>• Accountable talk</li> </ul> <p>Extra planning time will be given to World History teachers to support them in pre-teaching for US History and English.</p>
<b>Rationale for Evidence-based Strategy</b>	US History saw a four point increase in proficiency with a focus on these strategies in 2018-2019. US has begun to use more common assessment and data discussion, but there is room to continue. PD this year will focus on re-teaching strategies and tier three interventions.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. PD to build stronger re-teaching strategies</li> <li>2. Tier 3 use for re-teaching</li> <li>3. Pairing of ILA and World History teacher to build a stronger base for level 1 and 2 students..</li> </ol>
<b>Person Responsible</b>	Ron Corso (ron.corso@sarasotacountyschools.net)

#7	
<b>Title</b>	Graduation Rate
<b>Rationale</b>	To increase the percentage of students who earn a standard diploma with their graduating cohort.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum of a 2 percentage point increase in students who earn a standard diploma with their graduating cohort.
<b>Person responsible for monitoring outcome</b>	Zoltan Kerestely (zoltan.kerestely@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Two separate tracking groups work side by side to track grade rate and provide assistance to teachers and students. The Project 10 team monitors and mentors individual students, encouraging them in attendance, goal setting, and academic performance. Guidance and administration follow the progress of every student checking that each has the schedule most suited to college, career, or life success. Credit retrieval courses are used for those who need them, and teachers with expertise in cultural proficiency and social-emotional needs strategies are selected for high risk students.
<b>Rationale for Evidence-based Strategy</b>	Project 10 and guidance teams meet monthly and weekly to review student needs. This strategy has shown an increased graduation rate for the past five year. Students who have not passed needed state assessments are at a particular high risk, so test prep strategies and daytime concordant score testing are implemented. Teen parents are supported by the CYESIS program on campus.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Project 10 team meets monthly</li> <li>2. Guidance meets weekly</li> <li>3. Credit retrieval and ESE support facilitation teams meet weekly to review student needs</li> <li>4. Concordant score testing is paid for and implemented twice per year</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

#8	
<b>Title</b>	SWD Federal Index
<b>Rationale</b>	The federal index for our students with disabilities is at 38% for math and reading proficiency. A increase in our SWD performance will support these students in accessing a standard high school diploma and engaging in more rigorous coursework.
<b>State the measurable outcome the school plans to achieve</b>	By the year 2020, there will be a minimum of a three percentage point increase in the federal index of our students with disabilities.
<b>Person responsible for monitoring outcome</b>	Julie King (julie.king@sarasotacountyschools.net)
<b>Evidence-based Strategy</b>	Strategies on social-emotional learning and cultural proficiency are to be implemented in classrooms at all levels. ILA teachers have many SWD students and will receive extra training. One teacher has been to a national conference and will extend the learned knowledge to the team. ACHIEVE 3000 is used in all ILA classrooms, and USA Test Prep is used at all levels to benchmark and drive individualized remediation. These students also have outside resource support, project 10 mentors, and after school tutoring.
<b>Rationale for Evidence-based Strategy</b>	SWD have a history of academic struggle, low attendance, and lack of interest in standardized education are part of the difficulty. The SEL training given to teachers has allowed many to develop new rapport with struggling students. One to one mentors are very important.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. SEL training through monthly Bobcat PRIDE Advisories</li> <li>2. Project 10 mentors meeting weekly</li> <li>3. Afternoon bus allowing for tutoring</li> <li>4. School and district designed SEL training</li> <li>5. Required 5 hours of mental health instruction for students</li> </ol>
<b>Person Responsible</b>	Julie King (julie.king@sarasotacountyschools.net)

#### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

## 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 Schoolwide Improvement Plan 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, job and college 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 our athletic programs.

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 our own College Fair

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, a First-Step Counselor, 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

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: ELA Achievement				\$0.00
2	III.A.	Areas of Focus: ELA Learning Gains and BQ Learning Gains				\$0.00
3	III.A.	Areas of Focus: Math Achievement				\$0.00
4	III.A.	Areas of Focus: Math Learning Gain and BQ Learning Gains				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1251 - North Port High School	School Improvement Funds		\$3,000.00
			Notes: Math Mastery Prep after school support for at-risk students in Algebra 1 and Geometry.			

5	III.A.	Areas of Focus: Biology Achivement					\$1,561.50
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
			1251 - North Port High School	School Improvement Funds		\$1,561.50	
			Notes: Web-based Biology Curriculum Resources.				
6	III.A.	Areas of Focus: U.S. History Achievement					\$0.00
7	III.A.	Areas of Focus: Graduation Rate					\$9,997.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
			1251 - North Port High School	School Improvement Funds		\$9,997.00	
			Notes: Transformer grant used for after school tutoring Monday through Thursday in the NPHS media center.				
8	III.A.	Areas of Focus: SWD Federal Index					\$0.00
Total:							\$14,558.50