North Port High School

2020-21 Schoolwide Improvement Plan

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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: 9/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (63%) 2017-18: B (60%) 2016-17: B (54%) 2015-16: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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.

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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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School PK, 9-12	No	49%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	B

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SIP Authority

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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, position title, and job duties/responsibilities 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.
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	
PELOPIDA, AGNES	Assistant Principal	supervises math

Demographic Information

Principal start date
Wednesday 9/16/2020, Shannon Fusco

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
23

Total number of teacher positions allocated to the school
28

Demographic Data

2020-21 Status (per MSID File)	Active
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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	620	615	570	507	2312
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	96	81	91	87	355
One or more suspensions	0	0	0	0	0	0	0	0	0	61	37	35	24	157
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	80	77	0	0	157
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	110	104	93	0	307
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	80	77	0	0	157

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	70	66	46	35	217

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	6	22	18	9	55
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	7	13	7	30

Date this data was collected or last updated

Wednesday 10/7/2020

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	
Number of students enrolled	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	
One or more suspensions	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	
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	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

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	
Number of students enrolled	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	96	81	91	87	355
One or more suspensions	0	0	0	0	0	0	0	0	0	61	37	35	24	157
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	36	28	22	2	88
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	40	25	22	18	105

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

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(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.

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%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
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
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%	0

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%	0
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%	0
Asian Students	
Federal Index - Asian Students	57
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0

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 and Math data lowered for the 2019 school year. The ELA data lowered from 57 to 55 and for 10th grade lowered from 60 to 57%. The ninth grade scores went from 57% to 55%. Our Algebra I scores also lowered from 57 to 41%. The district scores for these areas have also been trending downward. The major contributing factors are the number of students that come to high school with a very low level of knowledge in these content areas. All level 3-5 students were tested at the middle school.

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

The data components that showed the greatest decline are the Algebra One scores that went down from 57% to 41%. The major contributing factor in the lower scores are the number of students that take Algebra I at the middle school level creates an unintended consequence that our Algebra I cohort of students are typically lacking in math skills from previous course work..

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.

The algebra 1 percentage pass for NPHS was 41% and the state average was 61%. 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. We did not have any data for the 2019-2020 year due to Covid.

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. We do not have new data for the 2019-2020 school year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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.
The covid slide and remote learners are an additional area of concern for the 20-21 school year.

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
4. Covid response-remote learners, concurrent teaching, and attendance

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	To improve overall ELA achievement so that all students are able to access a high school diploma.
Measurable Outcome:	By the year 2021, there will be a minimum of a four percentage point increase for all students when fewer than 70% are currently demonstrating proficiency.
Person responsible for monitoring outcome:	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)
Evidence-based Strategy:	Strategy this year is based around successful concurrent teaching with both brick and mortar and remote learners. Teachers have had and continue to receive technology and instructional technology training with emphasis on best practices in a reduced movement but online environment. Much attention is given to building rapport, clear understanding of Learning Intentions and Success Criteria and accountable talk through technology.
Rationale for Evidence-based Strategy:	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, but this year's needs are different. If students and teachers are not successful together through technology, neither will succeed. Rapport is difficult to establish through concurrent learning where classroom management must still be maintained; therefore, these strategies support concurrent learning as a priority. Program specialists and administration work side by side in classrooms where assistance is needed.

Action Steps to Implement

1. Visible Learning PD for a third year
2. PD focuses on maintaining instructional growth but adapting to this new environment
3. Intensive support from Program Specialists, Administrators and, and PLC members

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	According to the data our lowest 25% on Math FSA data students scored 50%. This is a critical needs area and we will focus on increasing the pass percentage. Our Algebra I score was 41% , we are also working to increase this percentage.
Measurable Outcome:	Increasing the learning gains of the lowest 25% from 50% to 54%. Increasing the math overall learning gains from 59% to 64%. Increasing the Algebra 1 scores from 41% to at least 45%.
Person responsible for monitoring outcome:	AGNES PELOPIDA (agnes.pelopida@sarasotacountyschools.net)
Evidence-based Strategy:	Utilize a Math lab in person and digital support for remote and face to face learners. Utilize growth mindset language and approach to increase student self efficacy. Utilize formative assessment of and for learning to guide curricular progression and adjustment.
Rationale for Evidence-based Strategy:	Utilize math lab to support skills. Encourage growth mindset language to increase student self efficacy. Identify instructional trends from data yielded from common assessments.

Action Steps to Implement

Utilize a highly qualified mathematics support teachers to provide students with support in learning skills and knowledge

Person Responsible	AGNES PELOPIDA (agnes.pelopida@sarasotacountyschools.net)

Teachers gave pre-assessment to gain information regarding learning lost due to Covid Slide. Teachers used data to create a remediation plan.

Person Responsible	AGNES PELOPIDA (agnes.pelopida@sarasotacountyschools.net)

#3. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	To continue to support an increase in social studies achievement as measured on statewide assessments and prepare students matriculate to more rigorous course work.
Measurable Outcome:	By the year 2020, there will be a minimum of a two percentage point increase for all students on the U.S. History EOC.
Person responsible for monitoring outcome:	Ron Corso (ron.corso@sarasotacountyschools.net)
Evidence-based Strategy:	Professional Learning Communities established and monitored to ensure common instructional time. The use of accountable talk to increase student engagement.
Rationale for Evidence-based Strategy:	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 reteaching strategies and tier three interventions.

Action Steps to Implement

1. PD to build stronger re-teaching strategies
2. Tier 3 use for re-teaching
3. Pairing of ILA and World History teacher to build a stronger base for level 1 and 2 students..

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

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA and Bottom Quartile Learning Gains To improve effective demonstration of learning for students who may not have reached proficiency and to see incremental gains noted for all students.
Measurable Outcome:	By the year 2021, 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.
Person responsible for monitoring outcome:	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)
Evidence-based Strategy:	ACHIEVE 3000 and USA Test Prep are used in all ELA classes. Teachers focus on struggling and intermediate students who are placed to make a learning gain. This year the support is geared to concurrent instructional strategies to reinforce students who are struggling at home or needing to utilize time in the classroom while waiting on other learners. Teachers are training in remote accountable talk and gaining rapport with students.
Rationale for Evidence-based Strategy:	Current teaching strategies are strong but need to be more aligned with the concurrent structure. PD training is limited due to lack of subs and time, so PLC support has been strengthened during the weekdays and on extra planning times.

Action Steps to Implement

1. PD is geared specifically to instruction through technology
2. ILT support has intensified with small group, after hours, and extra technology

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

#5. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The Biology test scores will increase from 70% to 71%. This was identified as a critical need area as the data is used to issue school grade. Teachers will focus on Peer to Peer tutoring, as this researched based strategy has a high effect size and has been used the previous two years at our school to raise the pass rate from 55% to 70%
Measurable Outcome:	By the year 20-21 there will be a minimum of 1% point for all students, with an outcome of 71%.
Person responsible for monitoring outcome:	Zoltan Kerestely (zoltan.kerestely@sarasotacountyschools.net)
Evidence-based Strategy:	Biology teachers will continue the Bio Buddies remediation plan. This plan uses reciprocal teaching and peer-to peer teaching which are research based interventions strategies to help increase student achievement. Students answer questions individually than partner in groups to review and discuss answers. The Biology team will also have a remote tutor to provide one on one support for remote learners after hours.
Rationale for Evidence-based Strategy:	Teachers recognize that students need remediation on subject after a review of benchmark data at mid year. The questions most missed are then reviewed the remediation plan is developed based on these questions. The Reciprocal teaching and peer to peer teaching is used due to its high effect size. Reciprocal teaching ranked d=0.74 which meant it was highly effective (Hattie, 2009).

Action Steps to Implement

Give the benchmark test
Use the data to create a review packet
Student are placed in groups to complete the packet
Students review the answers and meet with other classes to share answers and discuss

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

Develop a plan for an after school hours virtual tutor. This will allow teachers to tutor remote learners and brick and mortar students.

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

#6. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	To increase the federal index percentage from 38% to 42% for student with disabilities on standardized test in Math and Reading.
Measurable Outcome:	By the year 2021, there will be a minimum of a 4 percentage point increase with student with disabilities becoming proficient in standardized testing and increasing the federal index for students with disabilities.
Person responsible for monitoring outcome:	Julie King (julie.king@sarasotacountyschools.net)
Evidence-based Strategy:	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.
Rationale for Evidence-based Strategy:	SWD students with an IEP have a history of struggle, and 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. Students will be able to complete 8 Social Emotional Learning modules throughout the year. Identifying students at risk for failure and providing differentiation in their instructional delivery is important, however a documented monitoring process for student growth must be implemented to ensure success. This monitoring will help identify which skills may be in need of being reviewed and retaught. We must develop a monitoring cycle and document student progress. Walberg states that we must use summative and formative assessment in our monitoring phase. Teams should meet and review summative data, and formative assessment data. Formative assessments are used to modify and validate instruction. We will meet with subject area teachers after each interim period to review assessment data and status of tiered student progress during PLC meetings. Source: Herbert J. Walber, Changing and Monitoring Instruction, Restructuring and Substantial School Improvement, 2007.

Action Steps to Implement

Create a schedule for social emotional training and begin the process with teachers and students

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

Create a Project 10 team and find mentors to help struggling students based on project 10 data on Tier 3, struggling 9th -12th graders.

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

Support teachers review grades of ESSA students and provide interventions.

Person Responsible Victoria O'Gorman (victoria.o'gorman@sarasotacountyschools.net)

Create a SWST team with a process for referring students and providing interventions based on individual student needs

Person Responsible [no one identified]

School administration collects PLC notes and verify teachers data driven discussion related to district benchmark assessments and class assessments.

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

Create PD opportunities for Para-professionals that work with ESSA students.

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

#7. Instructional Practice specifically relating to Graduation

Area of Focus Description and Rationale:	To increase the percentage of students who earn a High School diploma with their graduating class.
Measurable Outcome:	By the year 2021, the graduation rate will be 92% for students who earn a High School diploma with their graduating cohort
Person responsible for monitoring outcome:	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)
Evidence-based Strategy:	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). Our interventions will include research-based methods, materials, technology sources, time frames and ongoing assessment of student progress. The project 10 notebook will be the district tool used to identify Tier 2 and 3 students. We will use the Response to Intervention model. Tier I will include all students, these students in Math and English will take the Pre - assessment and benchmark test throughout the year to monitor progress. Student data will be discussed in PLC groups, and interventions for remediation will be developed by department. These students will receive additional instruction beyond the general classroom. Students who have been placed in Tier 3 as identified by the Project 10 guidelines and district notebook will be monitored and our Project 10 team of mentors will meet with these students regularly. Source: The response to Intervention Action Network, www. Rtinetwork.org, The National Center for Learning Disabilities, Inc. The instruction given during these interventions times must be responsive, it will be based on pre-assessment and ongoing assessment of progress.
Rationale for Evidence-based Strategy:	The tiered model will use specific research-based interventions based on assessment data. Any gaps that are identified from monitoring Tier 3 students during the year will be targeted for interventions and differentiated instruction. Source: Carol Ann Tomlinson, Kay Brimijoin, Lane Narvaez, The Differentiated School: Making Revolutionary Changes in Teaching and Learning, 2008

Action Steps to Implement

The project 10 team will identify students that need mentors based on district data related to on time graduation. The team uses the project 10 notebook to identify students that need extra interventions.

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

The attendance committee will meet and collect data on remote learners that have multiple absences from classes . The team will trouble shoot and helps students either getting appropriate technology or coming back to brick and mortar schooling

Person Responsible AGNES PELOPIDA (agnes.pelopida@sarasotacountyschools.net)

#8. Instructional Practice specifically relating to Professional Learning	
Area of Focus Description and Rationale:	Teachers will be completing PD during the school year related to concurrent learning model. This training is needed to help teachers adjust to the necessary model to engage all learners, while they flux between remote learning and brick and mortar education.
Measurable Outcome:	Teachers will be able to maintain a school grade of an A as the achievement scores in all subject areas move as teachers still provide rigors instruction using zoom, teams, and black board.
Person responsible for monitoring outcome:	Shannon Fusco (shannon.fusco@sarasotacountyschools.net)
Evidence-based Strategy:	Teachers will utilize a train the trainer model for implementing training for technology platforms being used during concurrent learning.
Rationale for Evidence-based Strategy:	Within our own campus there teachers that are rated highly effective in using technology in the class room. Those teachers will provide training to our staff regarding, black board, zoom, teams, and other technologies.

Action Steps to Implement

No action steps were entered for this area of focus

#9. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Focusing on positive behaviors and interventions for students especially considering our current school year and dealing with the Covid Crisis is needed to support students and create a healthy school culture and environment.

Measurable Outcome:	Our measurable outcomes for this area is to have 100% participation with teachers participating in PBIS and using our HERO system to award positive points and promoting expectations.
Person responsible for monitoring outcome:	Zoltan Kerestely (zoltan.kerestely@sarasotacountyschools.net)
Evidence-based Strategy:	Our tiered systems of support through Project 10, SWST team meetings, Attendance Committee, and PBIS teams. The project 10 team and SWST, use evidence based strategies such student mentoring, check ins, and one on one tutoring. Our PBIS team creates clear expectations for all learners and helps promote positive behaviors by creating rewards for and incentives for students that exhibit positive behaviors on campus.
Rationale for Evidence-based Strategy:	The PBIS team, Project 10, SWST, and Attendance committee were chosen as the four teams reach all learners, tier 1-3.

Action Steps to Implement

PBIS team create clear set of class, cafe, hallway, expectations that specifically include the new protocols for Covid

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

The attendance committee creates a process for identifying remote learners that are not signing in to online classes and connects with the students to engage them back in school.

Person Responsible	AGNES PELOPIDA (agnes.pelopida@sarasotacountyschools.net)

SWST team creates a meeting time and a process that allows teachers, counselors, and administrators to recommend a student recieve SWST interventions and discussion. This team also reviews remote learners that have not signed to concurrent lessons and are failing with low attendance.

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

The PBIS team presents and creates a system to allow teachers to electronically give students positive recognition for demonstrating PBIS expectations on campus.

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

Staff is trained on using HERO (our school based program to award PBIS positive points)

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

1. Visible Learning PD is in year three with wrap around practice and catch-up for new faculty.
2. PD this year focuses on taking the tools of the past two years and tying them to student and teacher engagement.
3. New PD is in place to help teachers with concurrent learning. PDs are on Blackboard and Zoom
4. To address attendance:
Tier I interventions
1. Five days of consecutive absences unexcused:
• Nicole Chamorro provides a list to Tony and Phone calls are made by Tony or Liz.
• Additionally the following email is sent out to the families.
• Names given to Tony on Mondays: E-mail home and cc me The email will be standard:
2. As soon as a student hits 9 days of unexcused absences over any period of time, the student will receive a letter sent from Tony and Liz Skelton. The letter is attached and insists on the conference that we all discussed we would have for our students. If the number of conferences is more than each administrator can handle, then (these students and parents will meet with Jamie Chavarria and I).
• Liz will send the list of letters she sent out to all administrators via email.
• The conference must occur within the week of hitting the 9 days of unexcused absence and will be scheduled by each administrator.
• If you want these scheduled by Lynn, or Jeanne, they must share their calendars with them. If they want Liz to set up the conference, let her know.
• The attached letter will be sent to the student's address insisting on the conference and who to contact to set up the conference.
• If the parent comes in for the conference, a contract will be signed for each situation.
• The contract includes: Parent will call every time there is an absence, write a note and make certain there are no more unexcused absences.
• Parent and student understand there will not be a reinstatement of the parking permit until the child has been attending _____(at least one week) of no tardy and no unexcused. If the parent does not come in for the conference, there will not be a reinstatement of the parking permit.
• Parent and student understand the policy for attending Prom and Grad Bash. We cannot have students with more than 9 unexcused absences, therefore, if they still want these privileges then the following must occur: (administrator writes in the agreement) all parties sign. They cannot have one more unexcused absence!
• Admission to any event is revoked until ____ in the contractual agreement.
• A copy of the contract and conference letter is provided to the child's guidance counselor by the administrator. (May want to invite the counselor to the conference)
• If administration gets behind with these conferences, Jamie Chavarria will step in to conduct these and complete the contract, but YOU as an administrator must contact Jamie and be clear about who you need her to contact.

Tier II and III interventions

If the student misses 15 unexcused absences including periods:

• License is revoked. The BMV works with Megan Taylor who works with everyone on the SWST Team to try to prevent this from happening, and on reinstatement of the student's license.
• SWST Team Agenda: (Student now must be on the SWST Agenda) 15 days of unexcused
i) This list is generated by Nicole Chamorro and Tony meets with Christine to put together the list of who must be on the agenda.
ii) We meet as a SWST Team and a truancy letter is sent. These letters are generated by Megan Taylor, sent out by Tony and I with notes as to what steps we have taken prior to filing truancy.
iii) We consider a CARE Meeting with our ESE department if necessary.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our school builds a positive school culture and environment by incorporating the positive and behavioral interventions and support model. We have a support model using our project 10 plan which helps students by offering mentors and interventions based on their needs. We also utilize a student support team that monitors attendance and discusses referrals from teachers and staff regarding students.

This year as we work through our current Covid crisis we are utilizing our student support team to reach out to students that are remote learners. Many students our considered remote learners this year and our support team discusses and keeps track of students that are not logging into classes. These students are considered absent and our team reaches out and helps engage these students back into instructions. Students may be offered hot spots for internet access or lap tops based on the reasons they are not logging on.

Our PBIS model builds positive culture and sets clear expectations by using our PRIDE acronym. This acronym stands for pride, respect, integrity, discipline, and excellence. Within each category or descriptor students have clear expectations for behaviors. We reinforce these positive behaviors by allowing our students to earn positive points on our computer based program HERO. Teachers can assign points electronically when they observe a student displaying positive behaviors. students can redeem these points for prizes and rewards.

Our Project 10 mentoring program and team allows us to improve the school environment by providing mentoring and counseling for students that are identified. These students are identified based on their academic data and discipline data. Students that are identify are assigned mentors. These mentors meet with students monthly and provide services based on student needs.

Our school culture is built within the school walls directly using our PBIS model and Project 10. We also build our school culture and community with multiple community engagement events. Our school host a community job fair annually. Our counseling department works to encourage stakeholders to engage with our students and school community using our student career center.

Students that have difficulties on campus can receive and are referred to multiple interventions. We have a first step counselor on campus to meet social emotional needs of students. This counselor can also help with referrals to outside sources. We also offer a peer mediation class for students to learn valuable life skills to resolve conflict. This class also offers peer mediation to students on campus that need help resolving any peer issues.

This year our school also has been approved to take part in the ACISS grant. This great opportunity will

allow us to improve our school culture and environment by giving us access to Dr. Godfrey and the ACISS resources. This will be another avenue to help with social-emotional support and parent involvement.

Our after school clubs also offer students the ability to become a part of our school culture and environment. Students can choose from multiple clubs offered on campus after school.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$972.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1251 - North Port High School			$972.00
			Notes: Training for Jen Deal, ACT			
2	III.A.	Areas of Focus: Instructional Practice: Math				$1,917.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1251 - North Port High School	General Fund		$1,917.00
			Notes: Math tutors virtually and on campus			
3	III.A.	Areas of Focus: Instructional Practice: Social Studies				$282.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1251 - North Port High School			$282.00
			Notes: Offering after school and virtual tutoring			
4	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
5	III.A.	Areas of Focus: Instructional Practice: Science				$412.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1251 - North Port High School	General Fund		$412.00
			Notes: After school tutoring for Science and virtual tutoring using zoom.			
6	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1251 - North Port High School	Other		$0.00
			Notes: The ACCISS Grant is providing Dr. Godfrey (direct student and behavior specialist services) as well as other supports to improve ESSA data.			
7	III.A.	Areas of Focus: Instructional Practice: Graduation				$0.00

8	III.A.	Areas of Focus: Instructional Practice: Professional Learning				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1251 - North Port High School	General Fund		$0.00
			Notes: On going through out the year regarding zoom, black board, and SEL			
9	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$13,075.84
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			1251 - North Port High School	Other Federal		$7,875.84
			Notes: HERO program to collect and distribute points for positive rewards for students.			
			1251 - North Port High School	Other		$5,000.00
			Notes: The ACCISS Grant has a large focus on Advancing Climate through PBIS and Intervention initiatives. Through ACCISS, we will provide additional support through Dr. Godfrey (direct student and behavior specialist services) as well as other support opportunities that will improve equity data in the area of ESE.			
			1251 - North Port High School	General Fund		$200.00
			Notes: Students receive prizes for positive points earned when they demonstrate PBIS expectations.			
					Total:	$16,658.84