



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

North Port High School

6400 W PRICE BLVD

North Port, FL 34291

941-423-8558

www.sarasotacountyschools.net/nphs

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 62%
Alternative/ESE Center No	Charter School No	Minority Rate 31%

School Grades History

2013-14 PENDING	2012-13 B	2011-12 A	2010-11 B	2009-10 B
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	16
Goals Summary	22
Goals Detail	23
Action Plan for Improvement	30
Part III: Coordination and Integration	45
Appendix 1: Professional Development Plan to Support Goals	46
Appendix 2: Budget to Support Goals	50

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

North Port High School

Principal

David Jones

School Advisory Council chair

Rich Carney

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
David Jones	Principal
William Massolio	Assistant Principal
Kathy Wilks	Assistant Principal
Ron Corso	Assistant Principal
Tomas Dinverno	Assistant Principal

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC representatives were involved in the drafting of the SIP and also the review process for final edits. The SAC met to vote on approving the SIP on 9/9/13.

Activities of the SAC for the upcoming school year

Monthly meetings of the SAC will review School initiatives, funding requests, and updates.

Projected use of school improvement funds, including the amount allocated to each project

Funding from State A+ allocation will be used to supplement programs at NPHS that aide in student in class and extracurricular activities.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

5

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

David Jones

Principal

Years as Administrator: 6

Years at Current School: 2

Credentials

B.A. -- Colorado State University, Social Sciences
 M.A. -- M.E. Lesley College
 Educational Leadership -- University of Colorado
 Certified National Kagan Trainer
 Adjunct Professor -- Adams State College, Colorado

Performance Record

North Port High School in 2011-12
 Reading proficiency: 46%, Math proficiency: 79%, Science proficiency: 36%, Writing proficiency: 81%, No subgroups made AYP in reading, the Black, low SES and SWD subgroups did not make AYP in Math.

Ron Corso

Asst Principal	Years as Administrator: 10	Years at Current School: 7
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Credentials	<p>BA Degree- Barry University; MS Degree Exceptional Student Education; Educational Leadership Certification; Graduate of the Sarasota Leadership Academy; Principal Certification- State of Florida. Graduate of the PNP program of Sarasota School District</p>
Performance Record	<p>Assistant Principal of North Port High School in 2011-12 Reading proficiency: 46%, Math proficiency: 79%, Science proficiency: 36%, Writing proficiency: 81%, No subgroups made AYP in reading, the Black, low SES and SWD subgroups did not make AYP in Math.</p>

Kathy Wilks

Asst Principal	Years as Administrator: 9	Years at Current School: 10
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Credentials	<p>B.S.- Secondary Education in Mathematics Georgia State University M.Ed.- Administration and Supervision University of West Georgia Graduate of Sarasota County Leadership Academy</p>
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Performance Record	<p>Returning as Administrator at NPHS</p>
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William Massolio		
Asst Principal	Years as Administrator: 11	Years at Current School: 6
Credentials	B.A.-History- University of South Florida; M.A.- Educational Leadership- University of South Florida	
Performance Record	Assistant Principal of North Port High School in 2011-12 Reading proficiency: 46%, Math proficiency: 79%, Science proficiency: 36%, Writing proficiency: 81%, No subgroups made AYP in reading, the Black, low SES and SWD subgroups did not make AYP in Math.	

Tomas Dinverno		
Asst Principal	Years as Administrator: 4	Years at Current School: 9
Credentials	BA Degree— University of Colorado; Spanish and Education MA Degree – University of South Florida; Educational Leadership; Graduate of the Sarasota Leadership Academy; Next Generation Certified.	
Performance Record	Assistant Principal of North Port High School in 2011-12 Reading proficiency: 46%, Math proficiency: 79%, Science proficiency: 36%, Writing proficiency: 81%, No subgroups made AYP in reading, the Black, low SES and SWD subgroups did not make AYP in Math.	

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

116

receiving effective rating or higher

116, 100%

Highly Qualified Teachers

92%

certified in-field

116, 100%

ESOL endorsed

33, 28%

reading endorsed

21, 18%

with advanced degrees

78, 67%

National Board Certified

6, 5%

first-year teachers

3, 3%

with 1-5 years of experience

27, 23%

with 6-14 years of experience

75, 65%

with 15 or more years of experience

14, 12%

Education Paraprofessionals

of paraprofessionals

10

Highly Qualified

10, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Involving new teachers in at least 1 school wide initiative.
Examples include STEM SLC, Attendance Committee, District Science Fair, Literacy Team
2. Regular meetings with new teachers
3. Mentoring program for new teachers with trained mentors on staff

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor and mentee meet biweekly in a professional learning community to discuss school improvement goals. Time is given for feedback, coaching and planning.
Rationale for pairing includes common content, similar location on campus, and/or similar planning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school-based MTSS Leadership Team will employ continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the SLC teams, the SAC and district teams composed of specialists in the areas of instructional need.
On a monthly basis, DBLT in collaboration with SBLT will oversee the implementation of the SIP Plan.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The administrative team received training on the MTSS model during district leadership sessions in the summer of 2011. The training included staff materials for distribution during the fall of the 2011 school year. In addition, the professional development coordinator for the school has planned MTSS trainings during the fall and spring semesters for instructional staff. This will include district level trainers, such as the ESE specialist and Reading specialist, to offer professional development in the use of the MTSS model.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilize the Florida Achieves Mathematics and Science assessments to summarize data for students at Tier 1, 2, and 3.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS team will have representation from several areas within the school so that a network of support is established. Continual feedback using the Florida Implementation model will allow for communication about attendance, graduation requirements, discipline, and guidance concerns to be effectively completed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 3,240

Both a Mathematics and Reading Lab are offered after school during the entire school year. Students receive 1-1 assistance with these core subject areas with certified teachers.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

End of Course Assessment data is gathered along with attendance records from the Mathematics lab to determine effectiveness of lab, as well as in class grades.

Who is responsible for monitoring implementation of this strategy?

Math/English Department Chairs and Administration in charge of Math/English Departments.

Strategy: Summer Program**Minutes added to school year:** 1,200

Science, Technology, Engineering, and Math Summer Program for incoming 9th graders focusing on Academy choices in STEM at NPHS including Engineering and Health Sciences.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Enrollment numbers in STEM courses as well as Industry Certification passing rates.

Who is responsible for monitoring implementation of this strategy?

Administration, community partners

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
David Jones	Principal
Tomas Dinverno	Assistant Principal
Kate Rogers-Giuffre	Social Studies
Beth Taylor	Language Arts
Don Reich	Science

How the school-based LLT functions

The LLT meets twice monthly to plan professional development, discuss the action plan, and reflect on the steps taken toward the action plan. Each member is responsible to discuss Literacy at Department meetings, and to promote PD to staff.

Major initiatives of the LLT

Promoting Literacy at NPHS:

Introduction to Reading Content Text Books

Best Practice Ideas via email to AP and then LLT Newsletter

LLT Book Study "Core Six"

Literacy Week Event – Readathon

Plan PD for Common Core and Literacy Strategies across Content Areas:

Reading and Writing Like A. (Historian, Scientist, Mathematician) in October

Department Meeting LLT Member Updates

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Professional development for all staff members at NPHS includes reading comprehension strategies. These include high order questioning techniques, vocabulary building strategies, and summarizing text structure. Teachers collaborate in their Professional Learning Community to share instructional strategies within and across disciplines. Vocabulary generated within the English Department is shared school wide in order to compile a list of essential FCAT words that all teachers can reinforce regardless of content area. Strategy of the month trainings allow teachers to gain further understanding in the application of reading strategies throughout the school year. Professional Development includes literacy based strategies in the content area, such as close reading and understanding text complexity. Department meetings include debriefs and discussions on promoting literacy at the school as well as implementation of CCSS. Writing across the curriculum focuses on evidence based writing from text introduced in class. Benchmark assessments as well as common assessments include more complex questions that ask students to think critically about what has been read and then explain their rationale.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

NPHS offers several (CTE) course at NPHS related to a specific fields such as Commercial Foods, Intro to Information Technology, Digital Design, PC Support, Web Design, Criminal Justice, Drafting, Construction, Health Science, and Early Childhood that give students opportunities to learn and have hand-on experiences.

The Science/Technology/Engineering/Math small learning community will be implemented in 2011-12 with the emphasis on integrating these subjects using a team teaching approach focused on applied engineering.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Counselors meet with students one on one to discuss their academic and career goals and work out a schedule to help them meet those goals. Teachers have discussions with students, recommending them for appropriate classes. The program of studies and a list of career websites are available to students to research on the school's website. Students complete a personalized Eep to assist them with planning

their academic courses throughout high school. Career advising through work values and interest surveys allow students to prepare for their future following high school and explore career opportunities. Seniors are able to take an executive intern class that prepares them for a professional working environment and helps them explore career interests in a hands-on environment. Students participate in mock interviews, résumé building workshops and job shadowing throughout the course.

Strategies for improving student readiness for the public postsecondary level

Students at North Port High School are provided a variety of experiences throughout their high school career to ensure that students are prepared for postsecondary plans. School counselors encourage students to take Advanced Placement, Dual Enrollment, Cambridge Advanced International Certificate of Education, and honors classes by promoting these programs to students during conferences throughout the school year and during registration each spring. Students are also identified as potential AP students based on PSAT scores and a letter is sent home to parents listing available AP courses for these students. By participating in the AP and DE programs, students are provided the opportunity to earn college credit while still attending high school. Students are also provided the opportunity to participate in several Career Technical programs at NPHS or at Sarasota County Technical Institute to prepare students for future careers. Approximately 60 students each year participate in internships with businesses in the community, providing them with experience in various career fields. Students who are interested in possibly entering the military after graduation are provided with opportunities to meet with recruiters who visit the campus several times each year. Each student is scheduled to speak with a school counselor regarding course selection and their postsecondary plans each spring. Students with disabilities meet with a liaison during their senior year to establish a post-secondary plan. Students who speak English as their other language meet with school's ESOL liaison during their senior year to establish a plan after high school with the assistance of a school counselor. Guidance staff encourages students to participate in taking the ACT, SAT and/or CPT exams during their junior year. The guidance department hosts a junior and senior parent night annually where information is communicated to parents and students about planning for postsecondary education. Handouts are distributed during these meetings giving additional information on resources and opportunities for students. A senior newsletter is provided to all seniors throughout the year with important information that helps them plan for their next academic step. Members of the North Port High School community are also able to gather information regarding scholarships, financial aid, college requirements, and graduation information from the school's guidance website. Financial Aid Night is scheduled to review information on Bright Futures, scholarships, grants, and loans. College admissions representatives visit the high school regularly and students are able to gather information during these visits regarding a particular college or university that they may be interested in attending. Seniors complete a survey at the end of their senior year giving the school data on their future plans.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	58%	No	63%
American Indian				
Asian	67%		No	70%
Black/African American	43%	37%	No	49%
Hispanic	55%	53%	No	60%
White	63%	62%	No	66%
English language learners	36%		No	42%
Students with disabilities	38%	13%	No	44%
Economically disadvantaged	55%	54%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	279	27%	32%
Students scoring at or above Achievement Level 4	330	32%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		2%
Students scoring at or above Level 7	11	92%	96%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	692	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	171	65%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	52	87%	91%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	38	52%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	40	55%	63%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	150	30%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	309	62%	66%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	57%	No	66%
American Indian				
Asian		50%		
Black/African American	57%	39%	No	61%
Hispanic	62%	51%	No	66%
White	63%	61%	No	67%
English language learners	64%	29%	No	68%
Students with disabilities	45%	14%	No	51%
Economically disadvantaged	61%	56%	No	65%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Level 7	10	83%	85%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	1450	65%	69%
Students in lowest 25% making learning gains (EOC)	1050	48%	52%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	150	30%	50%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	235	42%	46%
Students scoring at or above Achievement Level 4	66	12%	16%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	190	33%	37%
Students scoring at or above Achievement Level 4	125	22%	26%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		2%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	213	38%	42%
Students scoring at or above Achievement Level 4	108	19%	23%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		15
Participation in STEM-related experiences provided for students	75	60%	70%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	50	40%	60%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		25%	50%
Students taking one or more advanced placement exams for STEM-related courses	10	17%	50%
CTE-STEM program concentrators	175		250
Students taking CTE-STEM industry certification exams	1	100%	100%
Passing rate (%) for students who take CTE-STEM industry certification exams		100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1375	60%	65%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	250	11%	15%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		30%	35%
Students taking CTE industry certification exams	600	40%	45%
Passing rate (%) for students who take CTE industry certification exams		75%	80%
CTE program concentrators	10	5%	10%
CTE teachers holding appropriate industry certifications	8	80%	90%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	800	36%	32%
Students in ninth grade with one or more absences within the first 20 days	75	12%	10%
Students in ninth grade who fail two or more courses in any subject	90	16%	12%
Students with grade point average less than 2.0	435	20%	16%
Students who fail to progress on-time to tenth grade	40	6%	4%
Students who receive two or more behavior referrals	900	40%	38%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	300	13%	10%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	51	2%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	452	79%	83%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	65	56%	60%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	541	77%	81%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase the amount of Parents attending School Sponsored information nights including Open House, Financial Aid, 11th/12th College Information.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Attendance at Informational sessions at NPHS	780	35%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** By the year 2014, there will be a minimum of a 4% point increase when less than 75% are currently demonstrating 3.5 or higher. There will be a minimum of a 2% point increase for all student groups where 75% or more are 3.5 or higher.
- G2.** Students read in English at grade level text in a manner similar to non-ELL students, as evidenced by a 5% growth in ELL Students scoring at or above grade level on the 2014 FCAT 2.0 Reading.
- G3.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are proficient. There will be a minimum of a 2% point increase for all student groups where 70% or more are proficient.
- G4.** Student growth on U.S. History EOC will increase 5% in 2014.
- G5.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are proficient. There will be a minimum of a 2% point increase for all student groups where 70% or more are proficient.
- G6.** Increase enrollment in STEM Academy courses at the school and continue to raise the achievement level of students completing Industry Certification in the 2 STEM related fields of Health Science and Engineering by 10%.
- G7.** By the year 2014, there will be a reduction of suspensions from the previous year. If the current % of suspensions is 10% or less, the school will maintain or decrease the %. If the current % is between 11-49%, the school will reduce by 5%.
- G8.** For the school year 2013-14, the % of students graduating from high school will increase. If the current graduation rate is less than 84 %, there will be a minimum of a 4 % increase for all subgroups. If the rate is 84 percent or higher, a 2% increase.
- G9.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently proficient . There will be a minimum of a 2% point increase for all student groups where 70% or more are currently proficient
- G10.** By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are at an annual learning gain. There will be a minimum of a 2% point increase for all student groups where 70% or more are at learning gain.
- G11.** For the school year 2013/14, there will be reduction in the % of students who drop-out of school. If current dropout rate is 2.5 or higher, there will be a .4 % reduction. If current dropout rate is less than 2.5, there will be a .2 % reduction.

- G12.** Increase student achievement in the Industry Certification Exams in each subject area by a minimum of 4%. 2012 rates: Culinary Arts 91% MS Office 93% Criminal Justice 100% Construction 56%
- G13.** For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is < 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or more, the school will maintain or increase the %.

Goals Detail

G1. By the year 2014, there will be a minimum of a 4% point increase when less than 75% are currently demonstrating 3.5 or higher. There will be a minimum of a 2% point increase for all student groups where 75% or more are 3.5 or higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- Provide teachers with professional development related to writing strategies, focusing on samples from Common Core

Targeted Barriers to Achieving the Goal

- Preparing teachers for evidenced based writing as described in Common Core Standards

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2. Students read in English at grade level text in a manner similar to non-ELL students, as evidenced by a 5% growth in ELL Students scoring at or above grade level on the 2014 FCAT 2.0 Reading.

Targets Supported

Resources Available to Support the Goal

- ESOL Department, CELLA Testing, ESOL Aides

Targeted Barriers to Achieving the Goal

- Identification of student individual needs and progress monitoring of student assessment

Plan to Monitor Progress Toward the Goal

Analyzing student data within ESOL framework

Person or Persons Responsible

ESOL Department

Target Dates or Schedule:

Ongoing

Evidence of Completion:

CELLA Reports on individual students

G3. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are proficient. There will be a minimum of a 2% point increase for all student groups where 70% or more are proficient.

Targets Supported

- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- Math Department formative assessments on LEARN, Math Lab afterschool help, Common Core Trainings for Math Teachers.

Targeted Barriers to Achieving the Goal

- Monitoring formative and summative assessments for students and providing timely feedback

Plan to Monitor Progress Toward the Goal

Evaluate student performance on district benchmark assessments

Person or Persons Responsible

Math Department

Target Dates or Schedule:

PLC and Department meetings

Evidence of Completion:

District benchmark assessments on Learn

G4. Student growth on U.S. History EOC will increase 5% in 2014.

Targets Supported

- U.S. History EOC

Resources Available to Support the Goal

- CCSS Training, Online Virtual Resources for Primary Sources

Targeted Barriers to Achieving the Goal

- Alignment with IFC

Plan to Monitor Progress Toward the Goal

Review of benchmark data

Person or Persons Responsible

U.S. History Teachers, Test Coordinator

Target Dates or Schedule:

AP 1 and AP2

Evidence of Completion:

Scores on AP 1 and AP2

G5. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are proficient. There will be a minimum of a 2% point increase for all student groups where 70% or more are proficient.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Online formative assessments, Common Core Training, Biology AICE training

Targeted Barriers to Achieving the Goal

- Implementation of new Instructional Focus Calendar and curriculum materials

Plan to Monitor Progress Toward the Goal

Review of benchmark assessments

Person or Persons Responsible

Biology Teachers, Test Coordinator

Target Dates or Schedule:

AP 1 and AP2

Evidence of Completion:

Scores on AP1 and AP2

G6. Increase enrollment in STEM Academy courses at the school and continue to raise the achievement level of students completing Industry Certification in the 2 STEM related fields of Health Science and Engineering by 10%.

Targets Supported

- STEM
- STEM - High School

Resources Available to Support the Goal

- STEM PLC, Grants, STEM Clubs, TI Calculators

Targeted Barriers to Achieving the Goal

- Teacher training, attaining additional Grant funding

Plan to Monitor Progress Toward the Goal

Review of business partner additions, PBL activities

Person or Persons Responsible

STEM Academy Team Leader, AP

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PBL lesson plans

G7. By the year 2014, there will be a reduction of suspensions from the previous year. If the current % of suspensions is 10% or less, the school will maintain or decrease the %. If the current % is between 11-49%, the school will reduce by 5%.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Attendance committee to provide support system and consistent delivery of follow up on early interventions and consequences.

Targeted Barriers to Achieving the Goal

- Student attendance and unexcused absences during school day.

Plan to Monitor Progress Toward the Goal

Weekly meetings of School Wide support system and periodic Attendance committee meetings.

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule:

Weekly

Evidence of Completion:

Reduction in referrals

G8. For the school year 2013-14, the % of students graduating from high school will increase. If the current graduation rate is less than 84 %, there will be a minimum of a 4 % increase for all subgroups. If the rate is 84 percent or higher, a 2% increase.

Targets Supported

- EWS - Graduation

Resources Available to Support the Goal

- School Counselors, GED, PBD

Targeted Barriers to Achieving the Goal

- Students missing credits or below 60% in a course during 12th grade school year

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently proficient . There will be a minimum of a 2% point increase for all student groups where 70% or more are currently proficient

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)

Resources Available to Support the Goal

- Use of PLC time to access and evaluate student formative assessment results to help plan instruction

Targeted Barriers to Achieving the Goal

- Incorporating Tier II and Tier III interventions into weekly instruction

Plan to Monitor Progress Toward the Goal

Use ongoing student results to differentiate instruction in class lesson

Person or Persons Responsible

Teacher, Data Coach, Administration

Target Dates or Schedule:

Ongoing, PLC meetings

Evidence of Completion:

Increase of student achievement from AP 1 to AP2/3

G10. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are at an annual learning gain. There will be a minimum of a 2% point increase for all student groups where 70% or more are at learning gain.

Targets Supported

Resources Available to Support the Goal

- Provide PD in the areas reading strategies, vocabulary implementation and creation of higher level questions

Targeted Barriers to Achieving the Goal

- Lack of knowledge with literacy strategies, vocabulary strategies, and use of creating higher order questions

Plan to Monitor Progress Toward the Goal

Evaluate the use of strategies used within the classroom via classroom walk-through

Person or Persons Responsible

Administration, school and district personnel

Target Dates or Schedule:

Ongoing

Evidence of Completion:

PRIDE & CWT

G11. For the school year 2013/14, there will be reduction in the % of students who drop-out of school. If current dropout rate is 2.5 or higher, there will be a .4 % reduction. If current dropout rate is less than 2.5, there will be a .2 % reduction.

Targets Supported

- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Guidance, Performance Based Diploma Program

Targeted Barriers to Achieving the Goal

- Students behind on thier graduation credits.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Guidance and PBD

Target Dates or Schedule:

Fall/Spring 2013

Evidence of Completion:

Graduation rates and numbers of students with credits at grade level.

G12. Increase student achievement in the Industry Certification Exams in each subject area by a minimum of 4%. 2012 rates: Culinary Arts 91% MS Office 93% Criminal Justice 100% Construction 56%

Targets Supported

- CTE

Resources Available to Support the Goal

- Professional development for CTE programs

Targeted Barriers to Achieving the Goal

- Maintain high levels of student passing rates from 2011-12

Plan to Monitor Progress Toward the Goal

Professional Development opportunities in district and state level.

Person or Persons Responsible

CTE Teachers, Department Chair, AP

Target Dates or Schedule:

Ongoing

Evidence of Completion:

ICE results at school level by content area.

G13. For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is < 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or more, the school will maintain or increase the %.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Attendance Office, Attendance AP, ESD reports

Targeted Barriers to Achieving the Goal

- Student absences increasing before interventions to keep student in school are put in place

Plan to Monitor Progress Toward the Goal

Periodic review of student absence data in coordination with attendance office, AP designee of team, and MTSS team.

Person or Persons Responsible

Attendance committee

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance quarterly/yearly comparison report from ESD

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a 4% point increase when less than 75% are currently demonstrating 3.5 or higher. There will be a minimum of a 2% point increase for all student groups where 75% or more are 3.5 or higher.

G1.B1 Preparing teachers for evidenced based writing as described in Common Core Standards

G1.B1.S1 Cross curricular collaboration with other departments for school wide writing in the curriculum

Action Step 1

Use of evidence based writing and student samples across curricular areas.

Person or Persons Responsible

Teachers, Department Chairs, Administration

Target Dates or Schedule

Fall/Spring

Evidence of Completion

2014 FCAT Writing Scores

Facilitator:

Literacy Team, District Curriculum Specialist

Participants:

Teachers, Department Chairs, Administration

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

Use of evidence based writing and student samples across curricular areas.

Person or Persons Responsible

Teachers, Department Chairs, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT Writing Scores

Plan to Monitor Effectiveness of G1.B1.S1

Use of evidence based writing and student samples across curricular areas.

Person or Persons Responsible

Teachers, Department Chairs, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

2014 FCAT Writing Scores

G2. Students read in English at grade level text in a manner similar to non-ELL students, as evidenced by a 5% growth in ELL Students scoring at or above grade level on the 2014 FCAT 2.0 Reading.

G2.B1 Identification of student individual needs and progress monitoring of student assessment

G2.B1.S1 Review student cases based on student progress within program

Action Step 1

Analyzing student data within ESOL framework

Person or Persons Responsible

ESOL Coordinator, ESOL Teachers

Target Dates or Schedule

Ongoing, PLC, Department meetings

Evidence of Completion

CELLA Reports on individual students

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are proficient. There will be a minimum of a 2% point increase for all student groups where 70% or more are proficient.

G3.B1 Monitoring formative and summative assessments for students and providing timely feedback

G3.B1.S1 Utilize progress monitoring tools to effectively track student progress

Action Step 1

Access the benchmark results for courses using progress monitoring tools

Person or Persons Responsible

Math Departmen

Target Dates or Schedule

PLC Meetings, department meetings

Evidence of Completion

District benchmark assessments on Learn

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S2 Ongoing professional development for teachers using formative assessments tools for progress monitoring as well as CCSS implementation

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Student growth on U.S. History EOC will increase 5% in 2014.

G4.B1 Alignment with IFC

G4.B1.S1 Department meetings to review IFC ongoing implementation

Action Step 1

Review of IFC and align with instructional timeframes

Person or Persons Responsible

U.S. History Teachers

Target Dates or Schedule

Fall 2013

Evidence of Completion

Benchmark assessments

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

Review of student data

Person or Persons Responsible

U.S. History Teachers, Test Coordinator, and AP

Target Dates or Schedule

AP1 and AP2

Evidence of Completion

Scores on AP1 and AP2

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are proficient. There will be a minimum of a 2% point increase for all student groups where 70% or more are proficient.

G5.B1 Implementation of new Instructional Focus Calendar and curriculum materials

G5.B1.S1 Biology PLC meeting for implementing IFC timeline and instructional materials.

Action Step 1

Review of online formative assessment test specs as well as CCSS Science standards

Person or Persons Responsible

Biology Teachers, Test Coordinator, AP

Target Dates or Schedule

AP 1 and AP2

Evidence of Completion

Scores on AP1 and AP2

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. Increase enrollment in STEM Academy courses at the school and continue to raise the achievement level of students completing Industry Certification in the 2 STEM related fields of Health Science and Engineering by 10%.

G6.B1 Teacher training, attaining additional Grant funding

G6.B1.S1 Partnering with community and business leaders to bring real world project based learning to students

Action Step 1

Build more business partners, link to cross curricular projects and grants

Person or Persons Responsible

STEM Academy Teacher and Leaders, Community Partners, AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Project Based learning activities, community partner involvement.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7. By the year 2014, there will be a reduction of suspensions from the previous year. If the current % of suspensions is 10% or less, the school will maintain or decrease the %. If the current % is between 11-49%, the school will reduce by 5%.

G7.B1 Student attendance and unexcused absences during school day.

G7.B1.S1 Attendance committee to provide support system and consistent delivery of follow up on early interventions and consequences.

Action Step 1

Weekly meetings of School Wide support system and periodic Attendance committee meetings.

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

Weekly

Evidence of Completion

Reduction of referrals

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8. For the school year 2013-14, the % of students graduating from high school will increase. If the current graduation rate is less than 84 %, there will be a minimum of a 4 % increase for all subgroups. If the rate is 84 percent or higher, a 2% increase.

G8.B1 Students missing credits or below 60% in a course during 12th grade school year

G8.B1.S1 Identifying students that are behind credits for their cohort and scheduling into PBD program

Action Step 1

Scheduling with guidance and follow up exit surveys with registrar

Person or Persons Responsible

School Counselors, PBD program teacher

Target Dates or Schedule

Ongoing during 12th grade year.

Evidence of Completion

Increase in graduation rate 2014

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G9. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently proficient . There will be a minimum of a 2% point increase for all student groups where 70% or more are currently proficient

G9.B1 Incorporating Tier II and Tier III interventions into weekly instruction

G9.B1.S1 Use ongoing student results to differentiate instruction in class lesson

Action Step 1

Use ongoing student results to differentiate instruction in class lesson

Person or Persons Responsible

Teacher, Data Coach, Administration

Target Dates or Schedule

Ongoing, PLC meetings

Evidence of Completion

Increase of student achievement from AP 1 to AP2/3

Facilitator:

District PD related to DI

Participants:

Teacher, Data Coach, Administration

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are at an annual learning gain. There will be a minimum of a 2% point increase for all student groups where 70% or more are at learning gain.

G10.B1 Lack of knowledge with literacy strategies, vocabulary strategies, and use of creating higher order questions

G10.B1.S1 Provide PD in the areas reading strategies, vocabulary implementation and creation of higher level questions

Action Step 1

Evaluate the use of strategies used within the classroom via classroom walk-through

Person or Persons Responsible

Administration, school and district personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

PRIDE & CWT

Facilitator:

District, School Personnel

Participants:

Administration, school and district personnel

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G11. For the school year 2013/14, there will be reduction in the % of students who drop-out of school. If current dropout rate is 2.5 or higher, there will be a .4 % reduction. If current dropout rate is less than 2.5, there will be a .2 % reduction.

G11.B1 Students behind on their graduation credits.

G11.B1.S1 Identifying students that are behind credits for their cohort and scheduling into PBD program

Action Step 1

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

Person or Persons Responsible

Guidance and PBD

Target Dates or Schedule

Fall/Spring 2014

Evidence of Completion

Graduation rates and students on track with credits.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G11.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G12. Increase student achievement in the Industry Certification Exams in each subject area by a minimum of 4%. 2012 rates: Culinary Arts 91% MS Office 93% Criminal Justice 100% Construction 56%

G12.B1 Maintain high levels of student passing rates from 2011-12

G12.B1.S1 Communicate testing dates and pretesting information to CTE teachers. Provide opportunities for professional development.

Action Step 1

Professional Development opportunities in district and state level.

Person or Persons Responsible

CTE Department Chair, AP

Target Dates or Schedule

Ongoing

Evidence of Completion

ICE results at school level by content area.

Facilitator:

District/State CTE PD

Participants:

CTE Department Chair, AP

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G13. For the attendance year 2012-2013, the attendance rate will increase. If the current attendance rate is < 90%, there will be a minimum 4% increase. If the current percentage of attendance is 90% or more, the school will maintain or increase the %.

G13.B1 Student absences increasing before interventions to keep student in school are put in place

G13.B1.S1 Maintain an Attendance Committee that will oversee student absences

Action Step 1

Periodic review of student absence data in coordination with attendance office, AP designee of team, and MTSS team.

Person or Persons Responsible

Attendance Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Attendance quarterly and yearly comparison report from ESD

Plan to Monitor Fidelity of Implementation of G13.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G13.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

North Port High School has been allocated \$8,000 in funding from Title II. This will be used for curriculum related professional development training, including conference registration for teachers that attend trainings related to the content they teach. Assistant Principal Tomas Dinverno is the contact for Title II funds at the school.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By the year 2014, there will be a minimum of a 4% point increase when less than 75% are currently demonstrating 3.5 or higher. There will be a minimum of a 2% point increase for all student groups where 75% or more are 3.5 or higher.

G1.B1 Preparing teachers for evidenced based writing as described in Common Core Standards

G1.B1.S1 Cross curricular collaboration with other departments for school wide writing in the curriculum

PD Opportunity 1

Use of evidence based writing and student samples across curricular areas.

Facilitator

Literacy Team, District Curriculum Specialist

Participants

Teachers, Department Chairs, Administration

Target Dates or Schedule

Fall/Spring

Evidence of Completion

2014 FCAT Writing Scores

G9. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are currently proficient . There will be a minimum of a 2% point increase for all student groups where 70% or more are currently proficient

G9.B1 Incorporating Tier II and Tier III interventions into weekly instruction

G9.B1.S1 Use ongoing student results to differentiate instruction in class lesson

PD Opportunity 1

Use ongoing student results to differentiate instruction in class lesson

Facilitator

District PD related to DI

Participants

Teacher, Data Coach, Administration

Target Dates or Schedule

Ongoing, PLC meetings

Evidence of Completion

Increase of student achievement from AP 1 to AP2/3

G10. By the year 2014, there will be a minimum of a 4% point increase for all student subgroups when less than 70% are at an annual learning gain. There will be a minimum of a 2% point increase for all student groups where 70% or more are at learning gain.

G10.B1 Lack of knowledge with literacy strategies, vocabulary strategies, and use of creating higher order questions

G10.B1.S1 Provide PD in the areas reading strategies, vocabulary implementation and creation of higher level questions

PD Opportunity 1

Evaluate the use of strategies used within the classroom via classroom walk-through

Facilitator

District, School Personnel

Participants

Administration, school and district personnel

Target Dates or Schedule

Ongoing

Evidence of Completion

PRIDE & CWT

G12. Increase student achievement in the Industry Certification Exams in each subject area by a minimum of 4%. 2012 rates: Culinary Arts 91% MS Office 93% Criminal Justice 100% Construction 56%

G12.B1 Maintain high levels of student passing rates from 2011-12

G12.B1.S1 Communicate testing dates and pretesting information to CTE teachers. Provide opportunities for professional development.

PD Opportunity 1

Professional Development opportunities in district and state level.

Facilitator

District/State CTE PD

Participants

CTE Department Chair, AP

Target Dates or Schedule

Ongoing

Evidence of Completion

ICE results at school level by content area.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G6.	Increase enrollment in STEM Academy courses at the school and continue to raise the achievement level of students completing Industry Certification in the 2 STEM related fields of Health Science and Engineering by 10%.	\$1,500
Total		\$1,500

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Flexible supplements	\$1,500	\$1,500
Total	\$1,500	\$1,500

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G6. Increase enrollment in STEM Academy courses at the school and continue to raise the achievement level of students completing Industry Certification in the 2 STEM related fields of Health Science and Engineering by 10%.

G6.B1 Teacher training, attaining additional Grant funding

G6.B1.S1 Partnering with community and business leaders to bring real world project based learning to students

Action Step 1

Build more business partners, link to cross curricular projects and grants

Resource Type

Personnel

Resource

STEM Academy Lead Teacher Supplement

Funding Source

Flexible supplements

Amount Needed

\$1,500