

Sarasota County Schools

North Port High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Positive Culture & Environment	27
Budget to Support Goals	0

North Port High School

6400 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/northporthigh

Demographics

Principal: Shannon Fusco

Start Date for this Principal: 8/23/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

North Port High School

6400 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/northporthigh

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	No	48%
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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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

SIP Authority

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

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

<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Fusco, Shannon	Principal	
PELOPIDA, AGNES	Assistant Principal	
Corso, Ron	Assistant Principal	
King, Julie	Assistant Principal	
Schenk, Merlin	Assistant Principal	
Thomas, Lee	School Counselor	
Taylor, Beth	Teacher, K-12	
Caracciolo, Teresa	Teacher, K-12	
Rhoten, Nancy	Teacher, K-12	
Knight, Christopher	Teacher, K-12	
Jennings, Tiffany	Teacher, K-12	
Backo, Autumn	Teacher, Adult	

Demographic Information

Principal start date

Monday 8/23/2021, 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.*

25

Total number of teacher positions allocated to the school

106

Total number of students enrolled at the school

2,479

Identify the number of instructional staff who left the school during the 2020-21 school year.

24

Identify the number of instructional staff who joined the school during the 2021-22 school year.

31

Demographic Data

Early Warning Systems

2021-22

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	668	650	617	540	2475
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	219	184	188	167	758
One or more suspensions	0	0	0	0	0	0	0	0	0	57	14	22	13	106
Course failure in ELA	0	0	0	0	0	0	0	0	0	51	52	68	13	184
Course failure in Math	0	0	0	0	0	0	0	0	0	60	58	59	14	191
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	90	107	90	72	359
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	100	74	65	0	239
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	94	98	64	38	294

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	21	30	28	7	86
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	3	3	7	16

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	67%	56%	59%	67%	56%
ELA Learning Gains				52%	53%	51%	58%	57%	53%
ELA Lowest 25th Percentile				46%	46%	42%	50%	47%	44%
Math Achievement				56%	63%	51%	60%	69%	51%
Math Learning Gains				59%	51%	48%	47%	52%	48%
Math Lowest 25th Percentile				50%	48%	45%	45%	53%	45%
Science Achievement				70%	78%	68%	67%	77%	67%
Social Studies Achievement				72%	81%	73%	68%	79%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	55%	65%	-10%	55%	0%
Cohort Comparison						
10	2021					
	2019	57%	63%	-6%	53%	4%
Cohort Comparison		-55%				

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	
2021						
2019	70%	77%	-7%	67%	3%	

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019						

HISTORY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	70%	77%	-7%	70%	0%	

ALGEBRA EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						
2019	41%	73%	-32%	61%	-20%	

GEOMETRY EOC						
Year	School	District	School Minus District	State	School Minus State	
2021						

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	69%	-5%	57%	7%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

USA Test Prep- Algebra 1 (9), Geometry (10), Biology (9/10), US History (11)
 APM- English 1 (9), English 2 (10)

		Grade 9			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students				
	Economically Disadvantaged Students With Disabilities English Language Learners				
Mathematics	All Students				70
	Economically Disadvantaged Students With Disabilities English Language Learners				
Biology	All Students				0
	Economically Disadvantaged Students With Disabilities English Language Learners				
US History	All Students		0	0	0
	Economically Disadvantaged Students With Disabilities		0	0	0
	English Language Learners		0	0	0
			0	0	0
			0	0	0

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			31
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			77
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Grade 11				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			8
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	0	0
	Economically Disadvantaged Students With Disabilities	0	0	39
	English Language Learners	0	0	0
		0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			11

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	14
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	43
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	67
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	15	39	38	16	19	21	25	41		84	40
ELL	41	58	50	42	50	44	43	52		100	56
ASN	80	72		54	55						
BLK	35	48	44	25	30	43	35	56		95	57
HSP	58	57	37	38	29	18	56	64		95	78

2021 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 2019-20	C & C Accel 2019-20
MUL	46	48	50	44	40		59	81		100	68
WHT	62	56	38	50	36	26	69	71		95	81
FRL	50	51	39	40	30	25	56	64		95	73
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
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	608
Total Components for the Federal Index	11
Percent Tested	95%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	47
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All answers below are referencing our 2021 data, not our 2019 data. We saw a decrease in all tested areas except for ELA Proficiency and Learning Gains. The loss of instructional time over the last year and a half has taken a toll on all students, but especially those most at risk in ESE. Our ESSA data shows that our students with disabilities is our only subgroup under 41%

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The area in most need of improvement is Math. All three areas decreased; Proficiency, Learning Gains, and Lowest Quartile Learning Gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing Factors

Loss of in-person instruction and utilization of distance learning
Loss of in-person remediation and extra help

Actions

Math support for all students whether quarantined or on campus, multiple times per week.
Increased focus on PLC conversations and ensuring common assessments so teachers can debrief and tweak where needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our ELA Learning gains showed the most improvement +3 with it being the only area of improvement from the 2019 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In addition to having a very strong 9th and 10th grade ELA team of teachers we ensured that they collaborated through their PLC's on a weekly basis.

What strategies will need to be implemented in order to accelerate learning?

To help see growth across ELA as well as all other areas we will need to help teachers build relationships with their students that they typically haven't had. We know the loss due to Covid has taken a toll on our students both emotionally and academically and we feel relationships will be the key to helping in both areas. To help stem these losses we have created a mentoring opportunity for all teachers to participate in.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We have created a unique multi-book study around the idea of Student Mentoring. Teachers are able to choose one of four different books and debrief on a common thread throughout the books. In addition to this book study each participating staff member has agreed to take on multiple mentees that may be either emotionally or academically at risk.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- * Continued Emphasis on PLCs
- * Data chats around Benchmark Assessments
- * Focus on standards-based curriculum and instruction
- * District instructional coaches who will work with teachers on lesson planning
- * Continue collaborative approach- accountable talk

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: To improve the Mathematics FSA scores by engaging students in high-impact strategies that promote success on the assessment. The targeted scores would be a return to the status of the 2019 school year.

Measurable Outcome: For the 2022 school year, NPHS seeks to achieve the goals below;
 Math Achievement-from 44% to 56%
 Math Learning Gains-from 34% to 59%
 Math Learning Gains of Bottom Quartile-from 27% to 50%

Monitoring: Ensuring our staff has consistent access to the District's Mathematics Specialist and Instructional Coaches
 Administrative guidance and support
 PLC weekly meetings-Provide guidance and support where needed
 Progress Monitoring through USA Test Prep, Achieve 3000
 Common Assessments- Both Formative and Summative
 After school tutoring in the area of math and on certain days specific tutoring in PSAT, SAT, ACT

Person responsible for monitoring outcome: AGNES PELOPIDA (agnes.pelopida@sarasotacountyschools.net)

Evidence-based Strategy: Our main priority is to ensure the math staff is using PLC time effectively and efficiently.
 1. Provide consistent access to the Math Specialist during PLC time to provide support in both best practices and understanding data.
 2. Facilitate conversations around common formative and summative assessments
 3. Offer half-days of PD for the teams to work together looking at benchmark data with the curriculum specialist while creating a plan moving forward.

Rationale for Evidence-based Strategy: Since the significant decrease in Math FSA scores, there exists a need for pedagogical and instructional changes. There will be support from additional personnel with provided in the math classrooms with strategies not previously utilized.

Action Steps to Implement

Provide consistent access to the Math Specialist during PLC time to provide support in both best practices and understanding data.

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

Facilitate conversations around common formative and summative assessments

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

Offer half-days of PD for the teams to work together looking at benchmark data with the curriculum specialist while creating a plan moving forward.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Begin aligning PLC discussions to review student engagement time with challenging questions. Engage in PLC grading discussions about the purpose of this work: to allow students and teachers time to review failures and learn from this.

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

Jumpstart Tutoring program oversight specifically with math support once per week.

**Person
Responsible**

Julie King (julie.king@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: To improve the US History EOC scores by engaging students in high-impact strategies that promote success on the assessment.

Measurable Outcome: For the 2022 school year, NPHS seeks to achieve the goal below;
US History Achievement-from 69% to 73%

Ensuring our staff has consistent access to the District's Social Studies Specialist and Instructional Coaches

Monitoring: Administrative guidance and support
PLC weekly meetings-Provide guidance and support where needed
Common Assessments- Both Formative and Summative
Progress Monitoring through USA Test Prep and District Benchmarks

Person responsible for monitoring outcome: Linda Copeland (linda.copeland@sarasotacountyschools.net)

Our main priority is to ensure the Social Studies teachers are using PLC time effectively and efficiently.

Evidence-based Strategy:

1. Provide consistent access to the Social Studies Specialist during PLC time to provide support in best practices, especially those that promote academic discourse around historical subjects
2. Facilitate conversations around common formative and summative assessments
3. Professional Development in the area of reading strategies
4. Offer half-days of PD for the teams to work together looking at benchmark data with the curriculum specialist while creating a plan moving forward.
5. After school tutoring in the area of social studies

Rationale for Evidence-based Strategy: The strategies in place will support the new teachers in the Social Studies department and enhance the skill set of all members of the department. The strategies promote student engagement. Progress monitoring as a team will determine success or need for further interventions.

Action Steps to Implement

Provide consistent access to the Social Studies Specialist during PLC time to provide support in best practices, especially those that promote academic discourse around historical subjects

Person Responsible Linda Copeland (linda.copeland@sarasotacountyschools.net)

Facilitate conversations around common formative and summative assessments

Person Responsible Linda Copeland (linda.copeland@sarasotacountyschools.net)

Offer half-days of PD for the teams to work together looking at benchmark data with the curriculum specialist while creating a plan moving forward.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Professional Development in the area of reading strategies

Person Responsible Linda Copeland (linda.copeland@sarasotacountyschools.net)

Begin aligning PLC discussions to review student engagement time with challenging questions. Engage in PLC grading discussions about the purpose of this work: to allow students and teachers time to review failures and learn from this.

Person Responsible Linda Copeland (linda.copeland@sarasotacountyschools.net)

After school tutoring using Jumpstart Grant in the area of Social Studies once per week.

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

#3. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: Compared to schools around the District and State we have a higher rate of incidence with disciplinary events. We are in the bottom half of the state and are 6th out of 7 within our own district in terms of our overall rate of incidence.

Measurable Outcome: Decrease our rate of severe incidents from 1.6 per 100 students to 1.0 per 100 students.

Monitoring: Weekly Admin check-ins on Discipline to ensure consistent implementation or our behavior rubrics while touching base on any areas of concern. Pull and compare District discipline data in terms of OSS, Second Chance, and Settlement Agreements

Person responsible for monitoring outcome: Ron Corso (ron.corso@sarasotacountyschools.net)

Evidence-based Strategy: Mentoring Program facilitated by staff members
Administration PLC with Behavior Specialists to check for trends
PBIS implementation utilizing HERO points

Rationale for Evidence-based Strategy: Working with students and checking in with them helps in decreasing the number of incidents while also building strong relationships. Utilizing our PBIS system to reward students for the right thing will help students make the right choice before potentially making the wrong one.

Action Steps to Implement

Mentoring Program oversight through Jumpstart Funds

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

Administration PLC with Behavior Specialists to check for trends

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

PBIS implementation utilizing HERO points

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

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: To improve the Biology EOC scores by engaging students in high-impact strategies that promote success on the assessment.

Measurable Outcome: For the 2022 school year, NPHS seeks to achieve the goals below;
Biology Achievement-from 62% to 70%
Ensuring our staff has consistent access to the District's Science Specialist and Instructional Coaches

Monitoring: Administrative guidance and support
PLC weekly meetings-Provide guidance and support where needed
Progress Monitoring through USA Test Prep in the area of Biology
Common Assessments- Both Formative and Summative

Person responsible for monitoring outcome: Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Evidence-based Strategy:

1. Provide consistent access to the Science Specialist during PLC time to provide support in both best practices and understanding data.
2. Facilitate conversations around common formative and summative assessments
3. Offer half-days of PD for the teams to work together looking at benchmark data with the curriculum specialist while creating a plan moving forward.
4. Focus on supporting new teachers.
5. After school tutoring in the area of science.

Rationale for Evidence-based Strategy: The strategies in place will support the new teachers in the Science department and enhance the skill set of all members of the department. The strategies promote student engagement. Progress monitoring as a team will determine success or need for further interventions.

Action Steps to Implement

Provide consistent access to the Science Specialist during PLC time to provide support in both best practices and understanding data.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Facilitate conversations around common formative and summative assessments

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Offer half-days of PD for the teams to work together looking at benchmark data with the curriculum specialist while creating a plan moving forward.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Focus on supporting new teachers.

Person Responsible [no one identified]

Begin aligning PLC discussions to review student engagement time with challenging questions.
Engage in PLC grading discussions about the purpose of this work: to allow students and teachers time to review failures and learn from this.

Person Responsible Merlin Schenk (merlin.schenk@sarasotacountyschools.net)

Science tutoring one day per week after school through Jumpstart grant.

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

#5. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: To improve the English Language Arts (ELA) FSA scores for the bottom quartile by engaging students in high-impact strategies that promote learning gains on the assessment.

Measurable Outcome: For the 2022 school year, NPHS seeks to achieve the goals below;
 ELA Achievement-from 58% to 62%
 ELA Learning Gains-from 55% to 59%
 ELA Learning Gains of Bottom Quartile-from 40% to 50%

Monitoring: The ELA department monitors through the APM, USA TestPrep, Achieve 3000, and Common Assessments. Each PLC meets weekly with administration and program specialist to discuss the impact of instructional strategies.

Person responsible for monitoring outcome: Shannon Fusco (shannon.fusco@sarasotacountyschools.net)

Evidence-based Strategy: Weekly PLC meetings and quarterly PD Day discussions
 New textbook implementation with text-heavy instructional strategies
 Increased involvement with student mentoring and classroom engagement discussions
 After school tutoring in the area of English and on certain days specific tutoring for ACT/ SAT

Rationale for Evidence-based Strategy: The ELA scores for NPHS showed growth in two of three areas. The bottom quartile was significantly impacted by COVID quarantining and on-line schooling, therefore the department will focus on engagement and remedial strategies primarily.

Action Steps to Implement

Weekly PLC meetings and quarterly PD Day discussions

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

New textbook implementation with text-heavy instructional strategies

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

Increased involvement with student mentoring and classroom engagement discussions

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

Begin aligning PLC discussions to review student engagement time with challenging questions. Engage in PLC grading discussions about the purpose of this work: to allow students and teachers time to review failures and learn from this.

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

English tutoring once per week through the Jumpstart grant.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

We are ranked 379 out of 505 High Schools represented in the data, that means that we had a higher incidence of discipline events than 378 other high schools. We are also ranked as the highest incidence in Sarasota County. Our Fighting, Physical Attack, and Battery rates of incidence are highest so that is going to be our primary focus. One of the side effects to our mentoring program will be an increase in students having an additional adult who is checking in on them academically but also emotionally. We know that the emotions are what cause these violent incidents so as we work

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.

North Port high's motto is "North Port Works...North Port Wins." We firmly believe that together we can all move forward and we remind students each day how working together will get them where they need to be. One of our biggest initiatives this year, which is reflected multiple times in our goal setting, is our Mentoring PD for staff. Through this roll-out we know that teachers will be building and fostering relationships with students who need it most. By focusing in on the students who are emotionally and academically at-risk we can help steer them away from bad decisions and get them focused on doing the right things.

Teachers who engage in this PD opportunity meet twice a month as a cocurricular team during their lunch break to discuss the text with their colleagues and its implication for their practice. Roland Barth, an experienced educator, once said that "A precondition for doing anything to strengthen our practice and improve a school is the existence of a collegial culture in which professionals talk about practice, share their craft knowledge, and observe and root for the success of one another. Without these in place, no meaningful improvement – no staff or curriculum development, no teacher leadership, no student appraisal, no team teaching, no parent involvement, and no sustained change – is possible." As a group, teachers build capacity in instruction and foster "a collegial culture" by meeting as a professional team. Each session is led by a teacher or a group of teachers, which promotes leadership among the staff and allows us an opportunity and forum to "talk about practice [... and] craft." The discussions break down barriers among staff members and departments and open doors for possibilities and a place where we can all work towards common goals – whatever they might be. It allows teachers to "observe" and "root" for one another's successes. As Barth says, without that collegial culture, sustainable change and meaningful impact is not possible. In addition to utilizing the book on a broad level with all students in the classroom, teachers can

also share these strategies with their student mentees. Students who feel a sense of academic success become more engaged in the school community – they build better relationships with teachers and with one another. They feel a sense of belonging when they have an adult with whom they can connect and lean on during difficult times. The intent of the PD is to work with students and provide them with tools that will help their academic career as well as feel more engaged in the school. The ILT team also meets monthly to monitor the efficacy of the PD.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

To promote a positive culture and environment it takes all stakeholders. As we can only control the stakeholders here it is important that when they work with any outside members we put our best foot forth. Here are our stakeholders and the roles they play.

Teachers- Our first and most important stakeholders, they work tirelessly to build positive relationships with their students. In addition to this they also need to foster strong bonds with their students' guardians.

Classified Staff- Classified staff are an integral part to any campus and without them instruction would be nearly impossible. Supporting teachers either directly or indirectly is the biggest job for classified. While doing this they need to continue working hand in hand with the instructional staff to ensure campus runs as smooth as possible.

Administration- Our number one goal is to support our instructional and classified personnel. We do this by building strong relationships with each of them while also ensuring we are offering them support when needed. By modeling and leading through Social Emotional Learning with the staff we set the expectation of what is expected when they work with our students.