North Port High School

2014-15 School Improvement Plan

North Port High School

6400 W PRICE BLVD, North Port, FL 34291

www.sarasotacountyschools.net/northporthigh

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	62%

Alternative/ESE Center	Charter School	Minority
No	No	31%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	B

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

North Port High is the main public high school for the city of North Port. It was built and grew along with the new community, so that their cultures are interwoven. The school has over 25 school clubs, many of which host school and community events, and the Performing Arts Center serves the entire community with multiple performances. The clubs, most of which are sponsored by on-campus faculty and staff celebrate diversity and are open to all. In addition, many of the clubs and sports host events which are relationship builders that encourage teacher- student interaction.
The minority cultures are supported by the school and the community. The Ukrainian Church is active with ethnic members, and Dr. Mims support the African American community in building relationships and supporting students through their culture.

Describe how the school creates an environment where students feel safe and respected before, during and after school

North Port high is a large open campus, but it is well staff by observant faculty. There are four Assistant Principals, two SRO's and four campus security aides who are in constant circulation. Some use golf carts to be able to move rapidly when needed. Two behavior specialists work with five guidance counselors to advise and guide students who need social assistance. The parking lots are monitored by campus security before, during, and after school. Student Government is active in helping to advise the Principal of student concerns as well. At large sporting events, such as football games, the SRO's from the two feeder middle schools attend, and the one of the middle school principals is often in attendance too.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The discipline system is reviewed with staff during pre-week each year. Two SRO's, four campus security aides, and four Assistant Principals handle any disciplinary needs. Students who are causing a distraction are escorted to the Assistant Principal by a campus security aide.
The behavior unit on campus has two behavior specialists on staff for students with exceptional needs, but all teachers are supported through use of the RTI system followed up by a monitored in school suspension when needed.

New teachers have training on classroom management and work with a mentor throughout their first year.
All NPHS students are supported by a Positive Behavior Support plan which is campus wide.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students have access to five guidance counselors, a nurse with an aide, four assistand principals, two SRO's, two behavior specialists, two ESE liaisons, a social worker, and a school psychologist. Students with IEP needs may have daily contact with the behavior specialists, and any student in distress is seen by one of the earlier mentioned staff. Teams including guidance and administration meet monthy to review students who have behavioral, academic, and attendance concerns.

Early Warning Systems

Describe the school's early warning system and provide a list of the early warning indicators used in the system

School's early warning system is monitored by school administrators, counselors, liaisons, and other support staff. The following are used to as the schools early warning system:
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
Course failure in English Language Arts or mathematics
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
Students fall into one or more of these categories are monitored through School Wide Support meetings, CARE meetings, IEP meetings, and one on one meeting with school counselors.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	113	129	118	137	497
One or more suspensions	56	52	24	29	161
Course failure in ELA or Math	85	90	90	25	290
Level 1 on statewide assessment	120	128	41	23	312

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who fall into one or more of these categories are monitored through School Wide Support meetings, CARE meetings, IEP meetings, and one on one meetings with school counselors.
Teachers, parents, and other support personnel are included in the meetings to help improve the

academic success of our students.

An after school math tutoring and assistance program is run year round, Algebra 1A/1B is blocked for those students needs extra instruction time, Reading and English instruction time is extended for level 1 readers, and a Performance Based Diploma program operated every period for students retrieving credits.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

North Port High is the primary public high school for the community and hosts many community events including performing arts and job fairs. Parents are encouraged to attend informational meetings and parent nights prior to school as well as during the year. The community actively participates in fundraising and promotions for the school where the vision of success is communicated. Progress reports are distributed quarterly, and teachers make phone calls home for attendance, academics and to congratulate the family on a student's success.

Sponsored information nights including Open House, Financial Aid, and 11th/12th College Information.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Many community business actively support North Port High. The adminstrative team, coaches, and many teachers and club sponsors encourage local organizations to particpate in SAC, attend sports and fine arts performances, and be visible supports. Many businesses provide financial support or purchase advertising to show their involvement while others donate time as speakers.

An intern program is used by many CTE classes for advanced students entering the job arena, and the school system works closely with SCF to offer the maximum DE classes for students. OJT is available for juniors and seniors who need or wish to work as part of their education.

In addition, the school Principal, David Jones, sits on the Economic Development Corporation for the City of North Port.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Jones, David	Principal
Corso, Ron	Assistant Principal
Fusco, Shannon	Assistant Principal
Porinchak, Brad	Assistant Principal
Endee, Mike	Assistant Principal

Duties

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

The Principal allocates resources to the administrative team, each member of which provides academic support to multiple areas.
Corso- Social Sciences, Sports, and Facilities
Porinchak- Science, Attendance, and Clubs
Wilks- Math and guidance
Fusco- English/ Language Arts, LLT, Student Health

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.
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.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Mike Endee	Teacher
Steve Bartek	Teacher
Kate Giuffre-Rogers	Teacher
Rich Carney	Teacher
Kevin Brislin	Teacher
David Jones	Principal
Kathy Moran	Education Support Employee
Jody Fraser	Business/Community
Nancy DeCarlo	Business/Community
Myrette Rodney	Business/Community
Kay Rampersad	Parent
Eric Johnson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plans were either met or are continuing into the 2014-15 school year with adjust ments. In particular, writing scores made a large gain.

Development of this school improvement plan

The SAC representatives were involved in the drafting of the SIP and also the review process for final edits. The SAC will vote in October.

Preparation of the school's annual budget and plan

Annual budget for 2014-15 is $1900.00. The money will be used to provide training and materials to support NPHS as outlined in the SIP.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funding from school improvement funds will be used to supplement programs at NPHS that aide student classroom and extracurricular activities.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Corso, Ron	Assistant Principal
Fusco, Shannon	Assistant Principal
Harris, Vickie	Teacher, K-12
Hawkins, Nancy	Teacher, K-12
Knight, Chris	Teacher, K-12
Reich, Don	Teacher, K-12
Reich, Iliana	Teacher, K-12
Rogers-Giuffre, Kate	Teacher, K-12
sperduto, kelly	Teacher, K-12
Taylor, Beth	Teacher, K-12
Willgren, Cary	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team works hand in hand with the Differentiated Instruction Team to provide discussion and training in best practices for studnets at all levels. The team meets monthly, and half the meetings are geared toward requested training. In addition, the team will invite authors, lead a book study, and assist teachers with the literacy and instructional needs during the year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

This spring every effort was made to provide common planning periods for teachers. Most teachers have common planning with at least one prep group. All prep groups meet for a PLC one time per week, and many other groups are also meeting after school. In addition, there are groups of teachers who work with break out groups such as a freshman team, students doing credit retrieval, and those in programs such as AICE, AP, and DE.
All prep groups are creating at least one common assessment per quarter, and many are going much further with common weekly assessments.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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
4. Ongoing recruiting searching nationwide to improve matching the teacher ratio to the student body

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The mentor and mentee meet biweekly in a professional learning community to discuss planning and instructional needs as well as any other concerns.. Time is given for feedback, coaching and planning.

Rationale for pairing includes common content, similar location on campus, and/or similar planning. This program is put in place by the school district.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

New texts, which are state adopted, are selected by school and district teams. These texts are all aligned to Florida standards. Academic, Stem, and CTE programs all have county directors who work directly wtih DOE personnel to ensure content validity.
District level and school level PD is conducted regularly in aligning teaching to the new standards and proper DOK levels.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

This year all instructional areas will build and give at least one common assessment per quarter. These results are analyzed in PLC meetings, and data is used to differentiate and improve instruction. Students having difficulty may be supported by the Freshman Team teacher, ESE and ESOL supports, after school tutoring, and smaller classroom sizes.
Instruction in questioning technique and DOK levels of questions in covered intensively in PD and PLC time. Common assessments are reviewed for level and depth of questioning.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: 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 Rationale

This additional instruction is provided to students by teachers who work alongside those the students have been in class with. Instructional programs with documented success rates are used.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Corso, Ron, ron.corso@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Incoming 9th grade cohorts choose and are registered for classes during the 8th grade year. School counselors work together to place students appropriately. ESE, AICE,and ESOL co-ordinators also participate. Prior to entry, the new 9th grade class goes through an intensive half day induction with guided tours by current students included.
As they approach graduation, seniors work with counselors and the career center to apply for scholarships, consider vocations and the military. The MTSS team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, SLC, and class level academic needs. Individual student information will be reviewed. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions. For those students who require additional resources or testing, the team will direct services to them.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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 plan to assist them

with planning their academic courses throughout high school. Career advising through work values and interest surveys allow students to prepare for their future following high school and explore career opportunities. 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.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

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.
A STEM community was begun in 2011-12 with the emphasis on integrating these subjects using a team teaching approach focused on applied engineering.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Students at North Port High School are provided a variety of experiences throughout their high school career to ensure that they 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, AICE, 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 CTE programs at NPHS or at Sarasota County Technical Institute to prepare them 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 PERT 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.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

The AICE program is in its second year at NPHS. Its very design is college readiness. Students begin in the 9th grade, so, unlike AP and DE, they have four years of preparation for post secondary education. Teachers are trained for the program which is writing intensive. It is supported by the new FSA standards which encourage college and career readiness.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. By the end of 2014-15, 70% of Biology students will score at or above proficiency on the EOC.

G2. In 2014-15 there will be an increase of 4% of students in the AMO groups of African American, ELA, SWD, and ED showing learning gains on the Alg 1 and Geo EOC exams.

G3. Increase the percentage of 9th and 10th grade AMO groups of African American, White, ELA, SWD, and ED demonstrating a learning gain in reading.

G4. In the 2014-2015 year, there will be a minimum of a 2% point increase in writing scores for all student groups.

G5. For the school year 2014/15, there will be a 2% increase in student grade rate from 73% to 75%

G6. Increase student achievement in the Industry Certification Exams in each subject area by a minimum of 4%.Currently ServeSafe 95%, MOS 95%, NOCTI Criminal Justice 100%, EKG 60%, CMAA 50%, Solidworks 70%, NCCER 60%

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the end of 2014-15, 70% of Biology students will score at or above proficiency on the EOC. `1a`

`G048293`

Targets Supported `1b`

Indicator	Annual Target
Bio I EOC Pass	70.0

Resources Available to Support the Goal `2`

- study of standards and best teaching practices in PLC

Targeted Barriers to Achieving the Goal `3`

- lack of common planning time to study data

Plan to Monitor Progress Toward G1. `8`

feedback from PD and data analysis

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

data analysis of benchmark assessments

G2. In 2014-15 there will be an increase of 4% of students in the AMO groups of African American, ELA, SWD, and ED showing learning gains on the Alg 1 and Geo EOC exams. `1a`

`G048187`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Math - African American	65.0
AMO Math - ELL	71.0
AMO Math - ED	69.0
AMO Math - SWD	56.0

Resources Available to Support the Goal `2`

- Beginning collobarative planning and common quarterly assessment

Targeted Barriers to Achieving the Goal `3`

- lack of common planning and data assessment time

G3. Increase the percentage of 9th and 10th grade AMO groups of African American, White, ELA, SWD, and ED demonstrating a learning gain in reading. 1a

G048148

Targets Supported 1b

Indicator	Annual Target
AMO Reading - White	70.0
AMO Reading - African American	55.0
AMO Reading - ED	64.0
AMO Reading - ELL	49.0
AMO Reading - SWD	50.0

Resources Available to Support the Goal 2

- LLT training and assistance to staff

Targeted Barriers to Achieving the Goal 3

- developing PD for teachers without exemplars and prior experience

Plan to Monitor Progress Toward G3. 8

data from quarterly common assessments

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

data from common assessments- evidence of progress toward success

G4. In the 2014-2015 year, there will be a minimum of a 2% point increase in writing scores for all student groups. [1a]

Targets Supported [1b]

G038297

Indicator	Annual Target
	0.0

Resources Available to Support the Goal [2]

- Provide teachers with professional development related to writing strategies, focusing on samples from FLAS and AIR

Targeted Barriers to Achieving the Goal [3]

- Preparing teachers for evidenced based writing as described in FLAS

Plan to Monitor Progress Toward G4. [8]

benchmark assessments

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

benchmark assessments

G5. For the school year 2014/15, there will be a 2% increase in student grade rate from 73% to 75% `1a`

G038307

Targets Supported `1b`

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	0.4

Resources Available to Support the Goal `2`

- Guidance, Performance Based Diploma Program, Project 10

Targeted Barriers to Achieving the Goal `3`

- Students behind on thier graduation credits.

Plan to Monitor Progress Toward G5. `8`

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

Person Responsible

Schedule

Evidence of Completion

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

G6. Increase student achievement in the Industry Certification Exams in each subject area by a minimum of 4%.Currently ServeSafe 95%, MOS 95%, NOCTI Criminal Justice 100%, EKG 60%, CMAA 50%, Solidworks 70%, NCCER 60% 1a

🔍 G038308

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Professional development for CTE programs
- Recrutiment by CTE faculty and program recognition

Targeted Barriers to Achieving the Goal 3

- some students require remedial courses which overwhelm their schedule

Plan to Monitor Progress Toward G6. 8

Professional
Development
opportunities in district
and state level.

Person Responsible

Schedule

Evidence of Completion
ICE results at school level by content area.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =
Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔍 `S123456` = Quick Key

G1. By the end of 2014-15, 70% of Biology students will score at or above proficiency on the EOC. `1`

🔍 G048293

G1.B1 lack of common planning time to study data `2`

🔍 B120390

G1.B1.S1 Have more targeted training on PD days `4`

🔍 S132276

Strategy Rationale

allow in depth look at data and target deficiencies

Action Step 1 `5`

Staff will select PD which allows in depth data analysis

Person Responsible

Brad Porinchak

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

analysis of data after study

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Teachers will evaluate the effectiveness of teaching strategies

> **Person Responsible**
>
> Brad Porinchak
>
> **Schedule**
>
> Quarterly, from 9/1/2014 to 5/1/2015
>
> *Evidence of Completion*
>
> improvement in benchmark assessments to reach target

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Staff will evalate quarterly assessment results

> **Person Responsible**
>
> Brad Porinchak
>
> **Schedule**
>
> Quarterly, from 9/1/2014 to 5/1/2015
>
> *Evidence of Completion*
>
> data of success rate from benchmark assessments should show improved scores

G2. In 2014-15 there will be an increase of 4% of students in the AMO groups of African American, ELA, SWD, and ED showing learning gains on the Alg 1 and Geo EOC exams. 1

🔑 G048187

G2.B1 lack of common planning and data assessment time 2

🔑 B120115

G2.B1.S1 Teachers are offered multiple professional developments on teaching methodology 4

🔑 S131912

Strategy Rationale

to tie best practices to current teaching resources

Action Step 1 5

Teachers are offered PD to effective understand and utilize standards

Person Responsible

Mike Endee

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

data from common assessments and PD feedback

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

feedback from PD and discussion of success in PLC's

Person Responsible

Mike Endee

Schedule

Weekly, from 9/1/2014 to 5/1/2015

Evidence of Completion

improvement of common benchmark assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

discussion in PLC's and success of benchmark assessments

Person Responsible

Mike Endee

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

improvement in benchmark assessments

G3. Increase the percentage of 9th and 10th grade AMO groups of African American, White, ELA, SWD, and ED demonstrating a learning gain in reading. 1

G048148

G3.B1 developing PD for teachers without exemplars and prior experience 2

B119965

G3.B1.S1 LLT and DI training on DOE examples 4

S131786

Strategy Rationale

Give teachers and students experience in the test

Action Step 1 5

Teachers will deconstruct strategies and review test examples prior to presenting them to students.

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

teacher sign in sheets for PD

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

PLC reviews of common assessments

Person Responsible

Shannon Fusco

Schedule

Weekly, from 9/1/2014 to 5/1/2015

Evidence of Completion

data on success of common assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

data from common assessments

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

success of common assessments quarterly

G4. In the 2014-2015 year, there will be a minimum of a 2% point increase in writing scores for all student groups. 1

G038297

G4.B1 Preparing teachers for evidenced based writing as described in FLAS 2

B091962

G4.B1.S1 Cross curricular collaboration with other departments for school wide writing in the curriculum 4

S102867

Strategy Rationale

all teachers requesting text based evidence will increase student ability

Action Step 1 5

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

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

2015 AIR Writing Scores

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

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

Person Responsible

kelly sperduto

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

2015 AIR Writing Scores

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

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

Person Responsible

Ron Corso

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

2015 AIR Writing Scores

G5. For the school year 2014/15, there will be a 2% increase in student grade rate from 73% to 75% `1`

G038307

G5.B1 Students behind on thier graduation credits. `2`

B091972

G5.B1.S1 Identifying students that are behind credits for their cohort and scheduling into PBD program `4`

S102878

Strategy Rationale

to assist student who are not ready for graduation

Action Step 1 `5`

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

Person Responsible

Mike Endee

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

Graduation rates and students on track with credits.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

regular monitoring of student success

Person Responsible

Mike Endee

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

student grades, benchmark assessments, attendance rates

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

regular data assessment of student success

Person Responsible

Mike Endee

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Evidence of Completion

data of student pass rates in PDB courses and improvement of attendance

G6. Increase student achievement in the Industry Certification Exams in each subject area by a minimum of 4%.Currently ServeSafe 95%, MOS 95%, NOCTI Criminal Justice 100%, EKG 60%, CMAA 50%, Solidworks 70%, NCCER 60% 1

🔍 G038308

G6.B1 some students require remedial courses which overwhelm their schedule 2

🔍 B091973

G6.B1.S1 Communicate testing dates and pretesting information to CTE teachers. Provide opportunities for professional development. 4

🔍 S102879

Strategy Rationale

To increase teacher preparedness and student achievement

Action Step 1 5

Professional
Development
opportunities in district
and state level.

Person Responsible

Shannon Fusco

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

ICE results at school level by content area and funds received for certifications received.

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

PLC's to check the validity of PD and insure it is being incorporated into the classroom

Person Responsible

Ron Corso

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Evidence of Completion

data from ICE

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

data from ICE scores monitored by department

Person Responsible

Shannon Fusco

Schedule

Semiannually, from 9/1/2014 to 5/1/2015

Evidence of Completion

department will review effectiveness of teaching practices leading to ICE exams

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Use of evidence based writing and student samples across curricular areas.	Fusco, Shannon	9/1/2014	2015 AIR Writing Scores	5/1/2015 quarterly
G5.B1.S1.A1	Monthly monitoring of 9th-12th grade graduation status with GPA, attendance, credits	Endee, Mike	9/1/2014	Graduation rates and students on track with credits.	5/1/2015 monthly
G6.B1.S1.A1	Professional Development opportunities in district and state level.	Fusco, Shannon	9/1/2014	ICE results at school level by content area and funds received for certifications received.	5/1/2015 quarterly
G3.B1.S1.A1	Teachers will deconstruct strategies and review test examples prior to presenting them to students.	Fusco, Shannon	9/1/2014	teacher sign in sheets for PD	5/1/2015 quarterly
G2.B1.S1.A1	Teachers are offered PD to effective understand and utilize standards	Endee, Mike	9/1/2014	data from common assessments and PD feedback	5/1/2015 quarterly
G1.B1.S1.A1	Staff will select PD which allows in depth data analysis	Porinchak, Brad	9/1/2014	analysis of data after study	5/1/2015 quarterly
G1.MA1	feedback from PD and data analysis	Porinchak, Brad	9/1/2014	data analysis of benchmark assessments	5/1/2015 quarterly
G1.B1.S1.MA1	Staff will evalate quarterly assessment results	Porinchak, Brad	9/1/2014	data of success rate from benchmark assessments should show improved scores	5/1/2015 quarterly
G1.B1.S1.MA1	Teachers will evaluate the effectiveness of teaching strategies	Porinchak, Brad	9/1/2014	improvement in benchmark assessments to reach target	5/1/2015 quarterly
G2.B1.S1.MA1	discussion in PLC's and success of benchmark assessments	Endee, Mike	9/1/2014	improvement in benchmark assessments	5/1/2015 quarterly
G2.B1.S1.MA1	feedback from PD and discussion of success in PLC's	Endee, Mike	9/1/2014	improvement of common benchmark assessments	5/1/2015 weekly
G3.MA1	data from quarterly common assessments	Fusco, Shannon	9/1/2014	data from common assessments- evidence of progress toward success	5/1/2015 quarterly
G3.B1.S1.MA1	data from common assessments	Fusco, Shannon	9/1/2014	success of common assessments quarterly	5/1/2015 quarterly
G3.B1.S1.MA1	PLC reviews of common assessments	Fusco, Shannon	9/1/2014	data on success of common assessments	5/1/2015 weekly
G4.MA1	benchmark assessments	Fusco, Shannon	9/1/2014	benchmark assessments	5/1/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Use of evidence based writing and student samples across curricular areas.	Corso, Ron	9/1/2014	2015 AIR Writing Scores	5/1/2015 quarterly
G4.B1.S1.MA1	Use of evidence based writing and student samples across curricular areas.	sperduto, kelly	9/1/2014	2015 AIR Writing Scores	5/1/2015 quarterly
G5.MA1	Progress monitoring of 9th-12th grade graduation status with GPA, attendance		Graduation rates and numbers of students with credits at grade level.	one-time	
G5.B1.S1.MA1	regular data assessment of student success	Endee, Mike	9/1/2014	data of student pass rates in PDB courses and improvement of attendance	5/1/2015 monthly
G5.B1.S1.MA1	regular monitoring of student success	Endee, Mike	9/1/2014	student grades, benchmark assessments, attendance rates	5/1/2015 monthly
G6.MA1	Professional Development opportunities in district and state level.		ICE results at school level by content area.	one-time	
G6.B1.S1.MA1	data from ICE scores monitored by department	Fusco, Shannon	9/1/2014	department will review effectiveness of teaching practices leading to ICE exams	5/1/2015 semiannually
G6.B1.S1.MA1	PLC's to check the validity of PD and insure it is being incorporated into the classroom	Corso, Ron	9/1/2014	data from ICE	5/1/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. By the end of 2014-15, 70% of Biology students will score at or above proficiency on the EOC.

G1.B1 lack of common planning time to study data

G1.B1.S1 Have more targeted training on PD days

PD Opportunity 1

Staff will select PD which allows in depth data analysis

Facilitator

Andrea Davis

Participants

Science teachers

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

G2. In 2014-15 there will be an increase of 4% of students in the AMO groups of African American, ELA, SWD, and ED showing learning gains on the Alg 1 and Geo EOC exams.

G2.B1 lack of common planning and data assessment time

G2.B1.S1 Teachers are offered multiple professional developments on teaching methodology

PD Opportunity 1

Teachers are offered PD to effective understand and utilize standards

Facilitator

Andrea Davis

Participants

math teachers

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

G3. Increase the percentage of 9th and 10th grade AMO groups of African American, White, ELA, SWD, and ED demonstrating a learning gain in reading.

G3.B1 developing PD for teachers without exemplars and prior experience

G3.B1.S1 LLT and DI training on DOE examples

PD Opportunity 1

Teachers will deconstruct strategies and review test examples prior to presenting them to students.

Facilitator

Andrea Harris/ Kelly Sperduto

Participants

All teachers

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

G4. In the 2014-2015 year, there will be a minimum of a 2% point increase in writing scores for all student groups.

G4.B1 Preparing teachers for evidenced based writing as described in FLAS

G4.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

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

G6. Increase student achievement in the Industry Certification Exams in each subject area by a minimum of 4%.Currently ServeSafe 95%, MOS 95%, NOCTI Criminal Justice 100%, EKG 60%, CMAA 50%, Solidworks 70%, NCCER 60%

G6.B1 some students require remedial courses which overwhelm their schedule

G6.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

Nancy Rhoten

Participants

CTE teachers

Schedule

Quarterly, from 9/1/2014 to 5/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G5. For the school year 2014/15, there will be a 2% increase in student grade rate from 73% to 75%

G5.B1 Students behind on thier graduation credits.

G5.B1.S1 Identifying students that are behind credits for their cohort and scheduling into PBD program

PD Opportunity 1

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

Facilitator

district

Participants

student counselors, liaison, administriators

Schedule

Monthly, from 9/1/2014 to 5/1/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**