



School Improvement Plan SY 2018-19

NORTHEAST HIGH SCHOOL

Michael A. Grego, Ed.D.
Superintendent
Pinellas County Schools

Table of Contents

Continuous Improvement.....	3
Conditions for Learning	10
Academic Goals.....	13
A. ELA/Reading Goal	14
B. Mathematics Goal.....	16
C. Science Goal.....	17
D. Social Studies Goal	18
E. Healthy Schools Goal	20
G. Career- and College -Readiness.....	22
H. Graduation Goal	24
Subgroups.....	26
A. Bridging the Gap with Equity for All: Black Students	26
B. ESE (Optional, based on school data)	28
C. ELL (Optional, based on school data).....	30
Family and Community Engagement.....	31
SAC Membership.....	32
BUDGET / SIP FUNDS.....	33



Continuous Improvement

A school does not achieve its goals by good fortune or hard work alone, but by prioritizing efforts. Improvements are made by focusing intensely on the priorities, while maintaining high service levels for ongoing work. The School Improvement Plan (SIP) is based on the Plan, Do, Study, Act (PDSA) process, which manages and supports effective and efficient planning, implementation, monitoring, revising, and oversight.

A fully developed SIP places the management of priorities and strategies in the context of planning, accountability and support at the school level. School SIP teams ensure these priorities are supported through:

- clearly defined priorities and strategies that are aligned to district strategic goals,
- oversight throughout the planning, implementation and monitoring process, and
- reflection and adjustment to meet school, department and student needs.

Plans succeed because they are well developed, implemented and monitored, and align with the overall goals and objectives of the school and district. The benefits of a good SIP process include achievement of the desired results that positively impact staff growth and student achievement.



Vision and Direction

School Improvement Plan 2018 - 19

A. Vision and Direction

School Profile

Principal:	Michael Hernandez	SAC Chair:	Jorge Marzol
------------	-------------------	------------	--------------

School Vision	100% Student Success
---------------	----------------------

School Mission	All Northeast High School students will graduate prepared for college and career.
----------------	---

School Data

Total School Enrollment	Ethnic Breakdown:					
	Asian	Black	Hispanic	Multi-Racial	White	Other
1675	94	298	245	74	955	9

School Grade	2018: B	2017: B	2016: C	Title I	NO
--------------	------------	------------	------------	---------	----

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2018 %	2017 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	50	49	45	45	77	62	70	70	52	47	91	88
Learning Gains All	52	58	46	43								
Learning Gains L25%	47	50	36	38								

School Leadership Team				
Position/Role	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Hernandez	FT	4-10 years
Assistant Principal	Carlisa	Mills	FT	4-10 years
Assistant Principal	Jim	Kiblinger	FT	4-10 years
Assistant Principal	Erin	Phelps	FT	4-10 years
Assistant Principal	Walter	Allison	FT	1-3 years
Total Instructional Staff:	84	Total Support Staff:	31	



B. Improvement Priorities

Choose three priorities for improvement (“Big Rocks”) that you will focus on for the school year. Following the priority, complete the theory of action statement using your current data and results from your problem solving process.

EXAMPLE THEORY OF ACTION: If we effectively implement high-leverage strategies which support standards-based instruction, then the percent of all students achieving proficiency will increase from 77% to 89%.

1. Priority 1: Standards-based planning

Priority 1 Theory of Action: If we effectively implement high-leverage strategies which support standards-based planning , then the number of all students meeting the taxonomy of standards will increase from 50% proficient in ELA and 45% proficient in Math to 60% proficient in ELA and 55% proficient in Math.

2. Priority 2: Standards-based instruction

Priority 2 Theory of Action: If we effectively implement high-leverage strategies which support standards-based instruction , then the percent of all students making learning gains will increase from 52% ELA and 46% Math to 62% ELA and 56% Math.

3. Priority 3: Student-Centered with Rigor

Priority 3 Theory of Action: If we effectively implement high-leverage strategies which support student-centered with rigor , then the percent of all students proficient will increase from 50% ELA and 45% Math to 60% ELA and 55% Math.



C. Monitoring and Achieving Improvement Priorities

School Improvement is best achieved when a school—in its totality—works together to achieve the school’s common goals. The table below is the framework for planning how everyone in your school will be an active, engaged participant in the achievement of your school’s improvement priorities.

How do you plan to implement and monitor the progress of your improvement priorities as a school-wide system? Complete the table below for each school-based team listed, use the blank rows and add rows for additional teams, as needed.

	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
	<i>The teams responsible for implementation and monitoring</i>	<i>Identify the priorities above for which each team is responsible</i>	<i>The problem you are trying to solve</i>	<i>Major actions taken to execute the improvement with fidelity</i>	<i>List the title of who is leading the work of each team</i>	<i>List the titles of those who participate on each team for implementation and monitoring</i>	<i>State how often you are monitoring</i>	<i>Describe what it looks like and what artifacts are available when this is implemented with fidelity</i>
1.	SBLT	Priority 1	Monitor instructional practices to increase overall student achievement	<ul style="list-style-type: none">• Lesson Planning and Task Complexity• PLC agendas and discussion points• Review of data reports• Integration of AVID WICOR Strategies• Professional Development	Principal	Assistant Principals, Department Chairs, Social Worker, Teachers Union Representative	Monthly on the second Monday of the month	<ul style="list-style-type: none">• PLC Agendas• Progress Monitoring Tasks• Integration of AVID WICOR practices• CWTs• Data Reports
2.	Behavioral Committee	All Priorities	Monitor student discipline and provide interventions as needed	<ul style="list-style-type: none">• Data Review• Plan and provide interventions	Assistant Principal	Administrator s, Teachers from each department	Monthly on the fourth Monday of the month	<ul style="list-style-type: none">• Data Reports• Follow up on Restorative interventions by student



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				<ul style="list-style-type: none"> Discuss methods to improve students discipline using Restorative Practices 				<ul style="list-style-type: none"> Implementation
3.	Equity Champions/Restorative Practices Team	All Priorities	Monitor student achievement gaps and provide interventions as needed	<ul style="list-style-type: none"> Data Review Plan and provide interventions Professional Development on Equitable Practices and Restorative Practices 	Assistant Principal	Administrators, Teachers from each department	Monthly on the third Tuesday of the month	<ul style="list-style-type: none"> Closing of achievement gaps Increased student achievement Restorative Practices implemented in the classroom (utilizing circles)
4.	Child Study Team	All Priorities	Monitor student attendance and provide interventions as needed	<ul style="list-style-type: none"> Data Review Plan and provide interventions Use Restorative measures to improve students attendance 	Assistant Principal	Administrators, Counselors, SROs, Social Worker, Behavioral Specialist, VE Specialist, School Psychologist	Twice per month on Tuesdays	<ul style="list-style-type: none"> Increased daily attendance Implementing interventions and monitoring success Home Visits Recommendations to Teen Court Attendance Letter Notices
5.	PLCs	All Priorities	Monitor student achievement and build instructional practices	<ul style="list-style-type: none"> Review of student performance data Participation in Instructional 	Department Chairs, Lead Teachers	Administrators, Teachers, Counselors	Four times per quarter	<ul style="list-style-type: none"> Adjustments to instructional practice Implementing skills from professional development



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
				Rounds/Strategy Walks <ul style="list-style-type: none"> Progress Monitoring task Professional Development 				<ul style="list-style-type: none"> Improved student achievement
6.	AVID/Literacy Leadership Team	All Priorities	To ensure best instructional practices through WICOR strategies and literacy integration	<ul style="list-style-type: none"> Review of SIP CWT tool to monitor instructional practices Full integration of Focused Notes Using appropriate text resources to align to the appropriate taxonomy level 	Assistant Principal, AVID Lead, LLT Lead	Administrators, Counselors, Teachers	Monthly on the first Monday of the month	<ul style="list-style-type: none"> Data supported by the SIP CWT tool Integration of AVID WICOR strategies in all classrooms Utilizing Focused Notes as the primary method for recording and interacting with notes Text resources aligned to the taxonomy level of standards
7.	Academy Integration Team	All Priorities	To create a cross curricular project that integrates all academies and core academics	<ul style="list-style-type: none"> Development of a yearlong student project 	Assistant Principal and Academy Leads	Administrators, Academy Instructors, Teachers	Five times during the school year (August, September, October, January, and April)	<ul style="list-style-type: none"> Fully developed project Meetings to discuss and provide interventions to the project Meeting Agendas Student Marketing and Sales
8.	School Safety Team	Priority 1	To maintain and provide a safe and	<ul style="list-style-type: none"> Review of potential 	Assistant Principal	Administrators, SROs, Campus	Monthly	<ul style="list-style-type: none"> Monthly safety reports and inspections



	School-based Team	Priority Alignment	Why are you doing it?	How are you executing?	Who facilitates?	Who participates?	When does it occur?	Evidence that it is occurring
			secure learning environment	hazards and concerns <ul style="list-style-type: none">• Safety Walks• Safety Intervention Plans		Monitors, HPO, Teachers		<ul style="list-style-type: none">• Safety Drills• Professional Development for all employees and students



Conditions for Learning

Climate and Culture

DATA SOURCES TO REVIEW:

REFLECTION (4-Step Problem-Solving):

1. Our current level of performance in school-wide behavior is 35% of student ODR. We expect our performance level to be 25% of student ODR by the end of the school year.
2. The problem/gap in behavior performance is occurring because high numbers in skipping and leaving campus.
3. If we reduce the number of skipping and leaving campus infractions, the problem would be reduced by 10% ODR, as evidenced by 2017-2018 ODR infractions. *(include data to validate your hypothesis.)*
4. We will analyze and review our data for effective implementation of our strategies by student data analysis in our school based leadership teams.

5. SMART GOAL:

EXAMPLE: The referral risk (percentage of students receiving ODRs) of all students receiving referrals will decrease from 31% to 25%, as evidenced by the end of the year ODR data from the School Profile Dashboard. *(include data or research to validate your hypothesis.)*

The referral risk (percentage of students receiving ODRs) of all students skipping and leaving campus will decrease from 34% to 24%, as measured by School Profiles.

6. STRATEGIES:

List the specific strategies your school uses to implement a seamless multi-tiered system of supports (MTSS) that is focused on an integration of behavioral and academic supports to meet the needs of all students.

- ☒ Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
- ☒ Strengthen the ability of all staff to establish and maintain positive relationships with all students.
- ☒ Support the implementation engagement strategies that support the development of social and instructional teaching practices.

7. ACTION STEPS: *(Complete the action steps to the needs of your school to meet this goal for each area. District-wide actions have been inserted for ease of completion; adapt and tailor to meet your school needs.)*

Action Steps to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
Attend district-led, two-day team training for Restorative Approaches and SEL	<ul style="list-style-type: none">Administration and Equity/Restorative Practices Team	<ul style="list-style-type: none">Summer of 2018
Ensure at least one staff member attend and becomes is a certified Trainer of RP	<ul style="list-style-type: none">Carlisa Mills	<ul style="list-style-type: none">Summer of 2018
Develop school-wide roll-out and development plan of RP/SEL.	<ul style="list-style-type: none">Administration and Equity/Restorative Practices Team	<ul style="list-style-type: none">Preschool 2018 and Quarter 1
Conduct learning opportunities.	<ul style="list-style-type: none">Administration and Equity/Restorative Practices Team	<ul style="list-style-type: none">Ongoing throughout the school year



<i>Monitor and support staff for implementation with fidelity.</i>	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Ongoing throughout the school year
<i>Review student and teacher data for trends and next steps.</i>	<ul style="list-style-type: none"> Administration and Equity/Restorative Practices Team 	<ul style="list-style-type: none"> Ongoing throughout the school year
<i>Update school-wide plan on a monthly basis.</i> <ul style="list-style-type: none"> Celebrate areas of growth Update strategies for areas of improvement 	<ul style="list-style-type: none"> Administration and Equity/Restorative Practices Team 	<ul style="list-style-type: none"> Ongoing throughout the school year

8. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
School wide roll out of Restorative Practices	All instructional personnel	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Professional development on equitable practices	All instructional personnel	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Introduction to SEL	Leadership teams	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



B. Conditions for Learning: Attendance

REFLECTION (4-Step Problem-Solving):

1. Our current attendance rate is 90%. We expect our performance level to be 95% throughout the school year.
2. The problem/gap in attendance is occurring because 34% of students are absent 10% or more.
3. If we reduce the amount of students absent 10% or more would occur, the problem would be reduced by 5% or more.
4. We will analyze and review our data for effective implementation of our strategies by conducting regular Child Study Team meetings.

5. SMART GOAL:

EXAMPLE: The percent of all students missing more than 10% of school will decrease from 31% to 25%, as evidenced by attendance dashboard data.

The percent of all students absent 10% or more will decrease from 34% to 29%, as measured by School Profiles.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- ☒ Strengthen the attendance problem-solving process to address and support the needs of students across all Tiers on an ongoing basis.
- ☒ Strengthen the implementation of Tier 2 interventions to address and support the needs of students.
- ☒ Strengthen the implementation of Tier 3 interventions to address and support the needs of students.

7. ACTION STEPS: (Adapt and tailor the action steps to meet the needs of your school to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Review attendance taking process and school-wide strategies for positive attendance with all staff.	CST	Twice per month
Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.	CST	Twice per month
Develop and implement attendance incentive programs and competitions.	CST and Teachers	Quarterly
Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.	Administration	Quarterly and on an individual basis as needed
Review data and effectiveness of school-wide attendance strategies on a bi-weekly basis.	CST	Twice per month
Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.	CST	Twice per month
Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes (e.g. Pending entries cleared).	DMT and Teachers	Daily

8. MONITORING:

These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies): ☒ Priority 1 ☐ Priority 2 ☐ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based learning opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
School wide PBS to support students demonstrating regular attendance	CST and Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Interventions to support students missing 10% or more of school	CST	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

Instructions

Refer to your plan for Monitoring and Achieving Improvement Priorities as a school-wide system (above). In the sections below, identify specific academic goals and strategies that you will implement in support of achieving those priorities.

These goals, strategies and professional development should align directly to the Monitoring and Achieving Improvement Priorities table in the Continuous Improvement section above. The table above describes how you are monitoring the implementation of these strategies, as well as the progress of these goals.

REFLECTION: Review your data, and work through the problem-solving and gap analysis processes.

SMART GOALS: Use the optional Goal Calculator to determine your targets. Write your goals as SMART goals (Specific, Measureable, Actionable, Realistic, and Timely).

STRATEGIES: Identify the high-leverage strategies your school will employ to support improvement. You may choose from the drop-down menu provided by your level content specialists or write your own.

ACTION STEPS: Articulate what your school is doing to implement these strategies and achieve the goals. Identify who is responsible and when it is occurring.

MONITORING: Monitoring should be included in the Monitoring and Achieving table at the beginning of the document.

PROFESSIONAL LEARNING: List the professional learning your staff needs to effectively implement the strategies and progress toward the goal.



A. ELA/Reading Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving:

1. Our current level of performance is 50% Achievement, as evidenced in FSA 2018.
2. We expect our performance level to be 60% by March 2019 FSA administration.
3. The problem/gap is occurring because of student attendance inconsistencies, horizontal and vertical ELA team weaknesses, and school-wide literacy strategies implementation inconsistencies.
4. If student attendance issues were rectified, ELA teams strengthened vertically and horizontally, and school-wide literacy strategies, both reading and writing, were taught and implemented universally, the problem would be reduced by 10% and student learning gains would increase by 10%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving ELA proficiency will increase from 50% to 60%, as measured by FSA.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☐ Strengthen staff ability to engage students in complex tasks.
- ☐ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- ☐ Enhance staff capacity to support students through purposeful activation and transfer strategies.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Monitor student attendance for skipping, tardies, TDEs, illnesses, et.al.	All teachers	Daily
ELA and Reading teachers work horizontally and vertically	9-10 team, 11-12 team, and unified department	Daily, twice a month content PLCs, and monthly during department meetings
Implementing school-wide literacy strategies to be employed by all educators. EX: Social Studies World History teachers meet with ELA teacher representative to learn reading and writing strategies to employ in their content area classroom	ELA implementation team	Quarterly, and, more often as needed.

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1 ☐ Priority 2 ☐ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Monitor student attendance: no professional learning needed. Support staff could assist with this endeavor	all employees	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
ELA/Reading horizontal/vertical teams	ELA department	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2



Academic Goals

School Improvement Plan 2018-19

		<input type="checkbox"/> Priority 3
School-wide literacy strategies to improve reading and writing skills	All employees	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. Mathematics Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 45% proficient, as evidenced in Mathematics Achievement.
2. We expect our performance level to be 55% proficient by the end of the school year.
3. The problem/gap is occurring because of low performance in Algebra.
4. If the percent of students making learning gains in Algebra increased, the problem would be reduced by 10% and student learning gains would increase by 10%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students making learning gains will increase from 46% to 56%, as measured by End of Course Algebra and Geometry Assessments.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Strengthen staff ability to engage students in complex tasks.
- ☒ Strengthen staff practice to utilize questions to help students elaborate on content.
- ☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Implementation of deconstructing prompt in Math through using the P.R.I.D.E. method (Pinpoint, Record, Identify, Do, and Evaluate)	Administration and Math Teachers	Ongoing throughout the year
Analysis of student data to determine areas of need and intervention for student success	Administration and Math Teachers	Ongoing throughout the year
Work with PCS HS Math Content Specialist to provide support for teachers and students	Teachers and PCS support team	Ongoing throughout the year

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1 ☐ Priority 2 ☐ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Student progress monitoring in PLCs	All Math Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Integration of AVID WICOR strategies to teach math concepts to the taxonomy level of standards	All Math Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Systematic analysis of student achievement data to reteach and provide interventions for success	All Math Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. Science Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 77%, as evidenced in the 2018 Biology 1 End-of-course assessment.
2. We expect our performance level to be 80% by the 2019 Biology 1 End-of-course assessment.
3. The problem/gap is occurring because attendance in regular Biology is poor.
4. If using a reward system for attendance streaks would occur, the problem would be reduced by 10% and student learning gains would increase by 8%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students achieving Biology proficiency will increase from 77% to 80%, as measured by the 2019 Biology 1 End-of-Course Assessment.

6. STRATEGIES: (Choose, or enter, the number of high-leverage strategies that your school is action planning to support.)

- ☒ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.
- ☒ Strengthen staff ability to engage students in complex tasks.
- ☒ Strengthen staff practice to utilize questions to help students elaborate on content.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Collaborate with District Science personnel to ensure proper identification of critical content	Science ISD, Osani, Reno, Wolleat	August DWT, Throughout the year
Implement AVID Strategies	Osani, Reno, Wolleat	Throughout the year
Collaboration between biology instructors regarding labs, stations, formative and summative assessments	Osani, Reno, Wolleat	Throughout the year

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1 ☒ Priority 2 ☐ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
The Biology PLC will conduct regular checks (Cycle Assessments) for understanding and use the data to gauge student mastery of the content/standard.	3 Biology Teachers, 3 Environmental Science Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
The Science PLC will meet with other subject area PLC's, guidance, and technology specialist to integrate curriculum.	10 Science Teachers	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
The Science PLC will be used to discuss the school wide WICOR literacy, critical thinking, and engagement strategies.	10 Science Teachers	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



D. Social Studies Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 70%, as evidenced in the 2017-18 U.S. History End-of-Course Exam.
2. We expect our performance level to be 75% by the 2018-19 U.S. History End-of-Course Exam.
3. The problem/gap is occurring because of new staff members teaching the courses and poor student class attendance.
4. If improved, student attendance rewards would occur. The problem would be reduced by increased consistency with curriculum coverage and student learning gains would increase by at least 5%.

5. SMART GOALS:

EXAMPLE: The percent of all students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of all students meeting proficiency in U.S. History will increase from 70% to 75%, as measured by the results from the 2018-19 U.S. History End-of-Course Exam.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☐ Strengthen staff ability to engage students in complex tasks.
- ☐ Strengthen staff practice to utilize questions to help students elaborate on content.
- ☐ Enhance staff capacity to identify critical content from the Standards in alignment with district resources.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Continued work with the Mr. Blum from the High School Social Studies Department on standards and lesson delivery methods will be covered in our District Wide Trainings.	Blum, Kreger, Burness, Dudley, Hester & White	August 7 th , 2018, February 18 th , 2019 and at ISM visits.
Continued AVID WICOR strategies planning for improved classroom lesson coverage and engagement.	Kreger, Burness, Dudley, Hester & White	From the start to finish of the school year.
Continued sharing between regular U.S. History staff and A.P./D.E. staff on effective curriculum and standards coverage.	Kreger, Burness, Dudley, Hester & White	Monthly PLC meetings

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☐ Priority 1 ☐ Priority 2 ☐ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
The U.S. History course staff will align data from quarterly cycle testing to aid in the growth of each U.S.H. class and strengthen the few weak areas of assessment results with course standards.	3 Reg. U.S. History Staff 1 A.P. U.S. History Staff 1 D.E. U.S. History Staff	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Monthly Social Studies PLC meetings will cover AVID WICOR strategies to align with the department's courses DBQ's for optimal student content engagement and lesson delivery.	5 U.S. History Staff 9 Social Studies Staff	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Department Progress Monitoring PLC meetings will identify social study students that are failing in that current marking quarter. After	14 Social Studies Staff	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2



Academic Goals

School Improvement Plan 2018-19

school tutoring and Academic Saturday school will be assigned to help students re-engage in the content standards they have missed during that monitoring time period.		<input checked="" type="checkbox"/> Priority 3
--	--	--



E. Healthy Schools Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 4 out of 6 modules in bronze or higher, as evidenced in the Alliance for a Healthier Generation, Healthy Schools Program Framework.
2. We expect our performance level to be 6 out of 6 modules eligible for bronze or higher by the end of the school year.
3. The problem/gap is occurring because of not meeting the health promotion goal for staff and for not meeting the physical activity programs goal .
4. If we meet our two goals that are in progress would occur, the problem would be reduced by two modules.

5. SMART GOALS:

EXAMPLE: The number of Healthier Generation Assessment modules completed for national recognition will increase from 4 to 6.

Our school will be eligible in 6 out of 6 modules for bronze recognition by April 2019 as evidenced by the Alliance for Healthier Generation's Healthy Schools Program Framework.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.
- ☐ Choose Strategy
- ☐ Choose Strategy

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Assemble a Healthy Schools Team made up of a minimum of four (4) individuals including, but not limited to: PE teacher/Health teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, and Student	Assistant Principal	August 2018
Attend District-Supported Professional and Complete Healthy Schools Program Assessment	Development Health Schools Team	August 2018-April 2019
Complete the SMART snack in Schools Documentation	Cafeteria Manager	September 2018
Develop and Implement Healthy School Program Action Plan	Healthy Schools Team	October 2018-April 2019
Update Healthy Schools Program Assessment and Apply for Recognition (if applicable)	Healthy Schools Team	Complete by April 1, 2019



8. **MONITORING:** These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

☒ Priority 1 ☐ Priority 2 ☐ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Participate in all Healthy Schools Program Trainings	Healthy School Team	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



G. Career- and College -Readiness

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 52%, as evidenced in 2018 School grade data.
2. We expect our performance level to be 60% by the data from this current 2017-18 school year.
3. The problem/gap is occurring because we are not getting a CCR score from our students with less than a 2.5 GPA.
4. If general or global CCR practice would occur, the problem would be reduced by 25%, for our student population that has less than a 2.5 GPA.

5. SMART GOALS:

EXAMPLE: The percent of all students successfully completing an acceleration/advanced course will increase from 77% to 89%, as measured by course completion and industry certification data.

The number of all students successfully completing their CCR goal will increase from 52% to 60%, as measured by the current 2017-18 CCR results.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☐ Intensify staff capacity to support students in successfully completing and attaining industry certification.
- ☐ Intensify staff capacity to support students in successfully completing advanced/acceleration coursework (e.g. Algebra in MS, AP, IB, AICE or Dual Enrollment).
- ☐ Strengthen teacher implementation of rigorous instructional practices.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
All of our academy students and staff will make it a primary goal to have each student in our academies prepare, attempted and pass at least one "Cape" industry certification in their specific academy.	Bercume, Reckenwald, Bailey, Grossi, Badell, Andrew, Read, Serata, Beck and Fasenmyer	From the 1 st day or school through summer school (mid-July)
All students will be encouraged to schedule for post-secondary courses to include but not limited to; dual enrollment courses with SPC and PTC, AP courses that stresses higher thinking skills needed for success beyond high school graduation.	All counselors, all instructional staff, and all non-instructional staff.	From Freshmen orientation to end of summer school (mid-July)
All staff will be educated and reviewed for implementation methods that increase rigor and higher thinking skills in their curriculum and daily lesson deliveries.	The principal, all A.P.'s, and department chairs	The first day of pre-school to the last day of summer school (mid-July)

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
-----------------------------------	---	--------------------



Academic Goals

School Improvement Plan 2018-19

Academy Staff will continue to work with their academy staff, counselors, administrators and county leads to optimize their student's preparation, practice and possible tutorials for obtaining their specific "Cape" industry certification(s).	10 academy staff members 5 administrators 4 county CTE leads	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
The benefits of D.E. and A.P. courses will continually be shared with students, parents, and staff to show the advantages one gets with <u>successfully scheduling and completing</u> , at least, one of these courses.	4 counselors All non-instructional staff All Instructional staff 5 Administrators	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
All staff will continue to be educated on the increasing rigor and higher thinking skills that can be incorporated with their daily curriculum delivery.	All Instructional staff 5 administrators	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



H. Graduation Goal

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 90%, as evidenced in the 2018 High School Grade Report.
2. We expect our performance level to be 92% by the release of the 2019 High School Grade Report.
3. The problem/gap is occurring because of students leaving us with back transfer codes.
4. If productive educational/graduation transitions would occur, the problem would be reduced by 2%.

5. SMART GOALS:

EXAMPLE: The percent of all students graduating on-time with their cohort will increase from 85% to 88%, as measured by FLDOE final graduation file.

The number of all students exiting Northeast High School with a bad transfer will decrease from 8% to 6%, as measured by the State of Florida's bad exit code chart.

6. STRATEGIES: (Choose, or enter, the number of high- leverage strategies that your school is action planning to support.)

- ☒ Intensify graduation committee focus on data to plan interventions and supports for individual students.
- ☒ Strengthen staff practice to communicate and engage students and families in planning when students are not on-track to graduate.
- ☒ Strengthen staff ability to engage students for on-track promotion throughout high school.

7. ACTION STEPS: (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Continued strong support from instructional and support staff to continue the school climate of goal setting and success for all students, grades 9 – 12.	All school staff and administration	Every day that school staff interact with our student population
Continued increase of support and progress monitoring to help catch students that are failing or perceive themselves to be failing so they can rebound in a strong/safe education environment.	All school staff, especially, support, counselors and administrators.	Every time that a student and/or student data is observed.
Continued support and education to staff with information and data on what to be looking for in at-risk students and how and who to respond to for genuine concern for the student(s).	Support staff, counselors and administrators.	Every time that a student and/or student data is observed.

8. MONITORING: These are being monitored as part of the *Monitoring and Achieving Improvement Priorities* plan for the selected Improvement Priority(ies):

- ☒ Priority 1 ☒ Priority 2 ☒ Priority 3

9. PROFESSIONAL LEARNING: (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Each department will be working with goals for their course and curriculum. This will include the new Equity Champions program to support a positive/successful school/classroom climate	Department chairs, support staff, counselors and administration.	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Academic Goals

School Improvement Plan 2018-19

Each department will work in their progress monitoring PLC's to identify and plan to help students that are failing to be successful with their department's courses.	All department staff, department chairs and administration	<input type="checkbox"/> Priority 1 <input checked="" type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Work with the Child Study Team and the Equity Champion team will share ideas, resources and planning to be proactive with each at-risk student/family to help provide them with a successful and safe environment.	All support staff, counselors, Child Study Team, Equity Champion team and administration.	<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input checked="" type="checkbox"/> Priority 3



Subgroups

A. Bridging the Gap with Equity for All: Black Students

DATA SOURCES TO REVIEW:

REFLECTION:

1. Our current level of performance is 24% proficiency in 10th grade ELA, as evidenced in the FSA.
2. We expect our performance level to be 45% by the end of the school year.
3. The problem/gap is occurring because our black students have the highest percentage of level 1 achievement compared to any other subgroup.
4. If we can reduce the amount of black students not proficient on the ELA FSA , the problem would be reduced by 20% or more.

5. SMART GOALS:

EXAMPLE: The percent of black students graduating from high school with their cohort will increase from 75% to 83%, as measured by FLDOE end of year graduation file.

The percent of black students proficient on the ELA FSA will increase from 24% to 45%, as measured by the 10th grade ELA FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for black learners and are in addition to the strategies and actions articulated with the content specific goals.)*

BTG Area	Strategies	Expected Impact and Results
Graduation Rate	<input checked="" type="checkbox"/> Develop learner profile and personalized learning plan for all black students who are not-on-track to graduate. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Our numbers of black graduates match or exceed other subgroups.
Student Achievement	<input checked="" type="checkbox"/> Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Close the academic performance gap between black students and other subgroups.
Advanced Coursework	<input checked="" type="checkbox"/> Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and provided supports. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Equitable representation of black students in higher level course work.
Student Discipline	<input checked="" type="checkbox"/> Implement Restorative Practices throughout the school. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Restorative practices will help to reduce the risk ratio of black students receiving referrals.
ESE Identification	<input checked="" type="checkbox"/> Provide intensive and intentional early intervening services prior to Emotional Behavioral Disability (EBD) identification. <input type="checkbox"/> Choose Strategy <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Provide services for black EBD students to be successful.
Minority Hiring	<input checked="" type="checkbox"/> Utilize supports from district office to support the recruitment and retention of black applicants. <input type="checkbox"/> Choose Strategy	<ul style="list-style-type: none"> Our goal is to retain and hire black instructional personnel to support school diversity and student needs.



Subgroup Goals

School Improvement Plan 2018-19

	<input type="checkbox"/> Choose Strategy	
--	--	--

7. **MONITORING:** These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☐ Priority 2 ☐ Priority 3

8. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
<ul style="list-style-type: none"> Literacy Core Team will meet to develop an academic plan to address black ELA performance. Additional supports will be provided during class, ELP, Saturday School, and mentoring. Progress monitoring will occur quarterly and interventions will be adjusted to help academic success 	Administration, Teachers	Quarterly

9. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Core Literacy Team will meet to review data and plan interventions for academic success. Writing strategies for paragraph construction will be implemented and methods to deconstruct reading prompts for deeper meaning will be implemented.	Administration, Counselors, Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
		<input type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



B. ESE (Optional, based on school data)

DATA SOURCES TO REVIEW:

REFLECTION (4 Step Problem Solving):

1. Our current level of performance is 75% ESE graduation rate, as evidenced in our graduation cohort report.
2. We expect our performance level to be 80% graduation rate by end of the 2018-2019 school year.
3. The problem/gap is occurring because of students withdrawing from high school early.
4. If we can keep our ESE students active in school, the problem would be reduced by 10% or more.

5. SMART GOALS:

EXAMPLE: The percent of ESE students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ESE students withdrawing from high school will decrease from 21% to 5% or less, as measured by our graduation cohort report.

6. **STRATEGIES:** (Choose, or enter, the number of high-leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for ESE learners and are in addition to the strategies and actions articulated with the content specific goals.)

- ☒ Students requiring ESE services work towards mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
- ☒ Students will receive training on how to advocate for themselves to implement the allowable accommodations per the students Individualized Education Plan (IEP).
- ☒ Students will receive instruction/training on how they will complete progress monitoring on a weekly basis to include, GPA, class averages, and attendance.

1. **ACTION STEPS:** (Add as many rows as needed to thoroughly outline the steps to meet this goal.)

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Ensure IEPs meet the needs for ESE learners to support academic success	VE Specialist, ESE Department Chair, Teachers, Administration	Ongoing throughout the year
Provide interventions to support struggling students through support facilitation, extended learning, and mentoring. Monthly consult with case managers.	VE Specialist, ESE Department Chair, Teachers, Administration	Ongoing throughout the year

2. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☐ Priority 2 ☐ Priority 3

3. **PROFESSIONAL LEARNING:** (Outline the school-based opportunities that support this goal. Add rows as needed.)

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Educate all teachers via pre-school training on ESE student needs for success and appropriate accommodations	All Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



Subgroup Goals

School Improvement Plan 2018-19

Provide ESE support to core academics through active participation in PLC meetings and support facilitation	Core academic teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Ongoing staff development via ESE book study to receive component points for recertification and to increase awareness of ESE student needs and services.	ESE Teachers	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
Students will be implementing focus note strategies in all classes with support from their case managers/ESE teachers	ESE Teachers and Students	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



C. ELL (Optional, based on school data)

DATA SOURCES TO REVIEW: ACCESS 2.0 language proficiency for students who have recently arrived and long-term English learners.

REFLECTION (4 Step Problem-Solving):

1. Our current level of performance is 50% of ELL learns making Learning Gains on ELA FSA , as evidenced in ELA FSA data.
2. We expect our performance level to be 60% or higher making learning gains by the end of the school year.
3. The problem/gap is occurring because of the language barrier.
4. If we can provide additional supports for ELL learners, the problem would be reduced by 10% or more.

5. SMART GOALS:

EXAMPLE: The percent of ELL students achieving ELA proficiency will increase from 77% to 89%, as measured by FSA.

The percent of ELL students making Learning Gains will increase from 50% to 60% or higher, as measured by ELA FSA.

6. **STRATEGIES:** *(Choose, or enter, the number of high- leverage strategies that your school is action planning to support. Keep in mind that these strategies are specific for English learners and are in addition to the strategies and actions articulated with the content specific goals.)*

- ☒ Enhance staff capacity to strategically plan and implement lessons which meet the needs of English learners.
- ☒ Enhance staff capacity to support students through purposeful activation and transfer strategies.

7. **ACTION STEPS:** *(Add as many rows as needed to thoroughly outline the steps to meet this goal.)*

WHAT are you doing to implement these strategies?	WHO is leading this step?	WHEN is it occurring?
Providing professional development and supports for student success. Students will be able to use Microsoft Translate which will give teachers the ability to determine the specific deficiencies/gaps in standards-based instruction.	ELL Lead Teacher, Administration	Ongoing throughout the year
Write score, unify, reading plus, and khan academy data will be reviewed to determine content mastery.	ELL Teacher	Ongoing

8. MONITORING:

These are being monitored as part of Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☐ Priority 2 ☐ Priority 3

9. **PROFESSIONAL LEARNING:** *(Outline the school-based opportunities that support this goal. Add rows as needed.)*

Professional Learning Description	Participants (number and job titles)	Priority Alignment
Professional development will be provide through PLCs	ELL Teachers	<input checked="" type="checkbox"/> Priority 1
PD to train faculty on Microsoft Translate	ELL Teachers, faculty	<input checked="" type="checkbox"/> Priority 2
PD on analyzing score reports to determine best practices for increasing proficiency.	ELL Teachers, admin.	<input checked="" type="checkbox"/> Priority 3



Family and Community Engagement

STRATEGIES AND ACTION STEPS:

List the specific strategies your school uses to build relationships with families and the community.

Engagement Strategy Area	Specific Actions to implement these strategies	WHO is leading each strategy?	WHEN is it occurring?
1. Effectively communicate with families about their students' progress and school processes/practices.	<ul style="list-style-type: none"> Academic Progress Reports Freshman Orientation Back to School Night College and Career Nights Freshman Transition Meetings Discovery Nights 	<ul style="list-style-type: none"> Administration Counselors Teachers Staff 	<ul style="list-style-type: none"> Progress Reports twice per quarter Freshman Orientation 8/4 Back to School 9/28 College Career Nights Quarter 2 and 3 Freshman Transition Meetings four times per year Discovery Nights once per year
2. Provide academic tools to families in support of their students' achievement at home.	<ul style="list-style-type: none"> Homework Help Line Extended Learning Program Focus Learning Tools Saturday School APEX After School Credit Recovery 	<ul style="list-style-type: none"> Administration Counselors Teaches Adult School 	<ul style="list-style-type: none"> Monday through Thursday during normal operating hours
3. Purposefully involve families with opportunities for them to advocate for their students.	<ul style="list-style-type: none"> SAC Meetings PTSA Meetings College and Career Nights Freshman Transition Meetings 	<ul style="list-style-type: none"> Administrators Counselors Teachers 	<ul style="list-style-type: none"> Monthly Monthly Quarter 2 and 3 Four times per year
4. Intentionally build positive relationships with families and community partners.	<ul style="list-style-type: none"> Calling All Viking Community Event Northeast Showcase College Career Nights 	<ul style="list-style-type: none"> Administration Teachers 	<ul style="list-style-type: none"> Once per year Once per year Quarter 2 and 3

5. MONITORING:

These are being monitored as part of the Monitoring and Achieving Improvement Priorities plan for the selected Improvement Priority(ies): ☒ Priority 1 ☐ Priority 2 ☐ Priority 3

6. PROFESSIONAL LEARNING:

Professional Learning Description	Participants (number and job titles)	Priority Alignment
SAC: provide support and input to drive student academic success	Principal, Teachers, Staff, Families	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3
PTSA-provide support to educate and keep families updated on important school and community events	Administration, Teachers, Staff, Families	<input checked="" type="checkbox"/> Priority 1 <input type="checkbox"/> Priority 2 <input type="checkbox"/> Priority 3



SAC Membership

First Name	Last Name	Race	Stakeholder Group
Michael	Hernandez	Hispanic	Principal
Jorge	Marzol	Hispanic	Parent
Cynthia	Hearn	White	Other Instructional Employee
Avril	Osburn	White	Support Employee
Sharon	Joe	Black	Support Employee
Stephanie	Ruth	Black	Parent
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.
		Select	Choose an item.

SAC COMPLIANCE

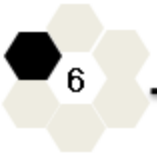
Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

☐ Yes ☐ No, the steps being taken to meet compliance are (describe below):

--

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

☐ Yes, Committee Approval Date: Click or tap to enter a date. ☐ No



BUDGET / SIP FUNDS

Describe the projected use of school improvement funds and include the amount allocated to each resource.

Budgeted amounts are approximations.

Budget Categories		Amount
1.	Academic Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
2.	Behavioral Support	\$ [Insert amount for category]
	[Describe each support on a separate row]	[Insert Amount]
	[Describe each support on a separate row]	[Insert Amount]
3.	Materials and Supplies	\$ [Insert amount for category]
	[Insert materials on a separate row]	[Insert Amount]
	[Insert materials on a separate row]	[Insert Amount]
4.	Employee Expenses (<i>i.e., travel, registration fees, etc.</i>)	\$ [Insert amount for category]
	[Describe each type on a separate row]	[Insert Amount]
	[Describe each type on a separate row]	[Insert Amount]
5.	Professional Learning and Training (<i>not employee expenses. Categories could include TDE, stipends, etc.</i>)	\$ [Insert amount for category]
	[Describe categories on a separate row]	[Insert Amount]
	[Describe categories on a separate row]	[Insert Amount]
6.	Other (<i>please list below</i>)	\$ [Insert amount for category]
	[Describe each on a separate row]	[Insert Amount]
	[Describe each on a separate row]	[Insert Amount]
TOTAL \$ [Insert total estimated SIP Budget]		