

District VMV Goals	School Improvement Information	Data & Information Sources	Advanced
Vision	Vision: 100% Student Success	Narrative	Standard 1-1.1, 1.2: Purpose
Mission	Mission: All Northeast High School students will graduate and be prepared for post secondary choices including college and careers.	Narrative	Standard 1-1.2: Purpose
Values	<ul style="list-style-type: none"> “ Students, teachers, parents, business partners and the community share the responsibility for implementing our school’s mission. “ A safe and physically comfortable environment promotes student learning. “ Students learn most effectively when they are active participants in their learning process. “ Literacy should be an emphasized and an ongoing school-wide objective. “ Students should be provided opportunities for real world experiences, with an emphasis on college and career ready academies. “ Through the Advancement Via Individual Determination (AVID) college readiness system, students will become active learners preparing themselves for entry into college. 	Narrative	Standard 1-1.3: Purpose
Part I: Current School Status			
A. School Information			
1. School-Level Information			
	<input type="checkbox"/> School: Northeast High School	Narrative	
	<input type="checkbox"/> Principal: Kevin Hendrick	Narrative	
	<input type="checkbox"/> School Advisory Council chairs: Diane Nicola and Tim Rowe	Narrative	
2. District-Level Information			
	<input type="checkbox"/> District: Pinellas County	✓	
	<input type="checkbox"/> Superintendent’s name Michael A. Grego Ed.D.	✓	
	<input type="checkbox"/> Date of school board approval of SIP: September 24, 2013	✓	

	B. School Advisory Council (SAC)						
3	1. Describe the involvement of the SAC in the development of this school improvement plan. The School Advisory Council supports the development of the SIP through providing input and oversight in the entire document. A special SAC meeting is held in August 2013 to review and make improvements for the SIP.					Narrative	Standard 2-2.4, 2.5: Governance and Leadership
3	2. Describe the activities of the SAC for the upcoming school year. The SAC will develop a budget to support the goals of the SIP. In particular, the SAC will focus on the College and Career Ready goals of the SIP.					Narrative	
4	3. Describe the projected use of school improvement funds and include the amount allocated to each project. The SAC will use it's nearly \$10,000 in funds to support the goals of the SIP. Funds will be allocated to the Honors College enrichment program (\$2500), the Back on Track dropout prevention program (\$1500) and the remaining funds (\$6000) will be used for teacher mini grants aligned the SIP Goals. The SAC will be particularly involved in the College and Career Readiness goals of the SIP.					Narrative	
3	4. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below: <input type="checkbox"/> Yes, we are in compliance. <input type="checkbox"/> No, we are not in compliance.					Narrative	
	5. If no, describe the measures being taken to comply with SAC requirements.					Narrative	
	C. Highly Qualified Staff						
	1. Administrators						
1,2,3	e) Performance record of increasing student achievement throughout their career, which should include their history of school grades, FCAT/statewide assessment performance (i.e. percentage data for achievement levels, learning gains, improvement of lowest 25 th percentile in reading and mathematics, pursuant to Section 1008.34(3)(b), F.S.), and progress toward Annual Measurable Objectives (AMOs)						
	Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)	

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

Principal	Kevin Hendrick	BA, MA, MED	4	7	Northeast HS 13 TBA 12 C, 10 A, 09 C; Palmetto HS 08, 07 D
Assistant Principal	Michael Hernandez	AA, BS, MS	3	2	Northeast HS 13 TBA 12 C, 11 B
Assistant Principal	James Kiblinger	BS, MA, EDS	3	10	Northeast HS 13 TBA, Tawas Area HS Principal (Michigan) AYP Met
Assistant Principal	Julia Latimore	AA, BS, MS, EDS	14	13	Northeast HS 13 TBA, 12 C, 11 B, 10 A, 09, 06, 05, 03, 02, 01 C; 08, 07, 04 D
Assistant Principal	Christina Fields	BA, MED	0	2	John Hopkins MS 13 D, 12 C

DecisonEd/DW

2. Instructional Coaches

Executive Summary: Section 1

h) School-based or District-based

Name	Subject	Credentials	# of years as instructional coach	# of years at the current school	Performance Record	Full or Part Time	School based or District-based
Holly Hilton	Literacy	BA, Reading Endorsed	0	0		Full	School
Tristan Van Voorhis	Math/Science	BA, Science	0	4	Northeast HS 13 TBA 12 C, 11 B, 10 A	Part	School

3. Instructional Staff

Executive Summary: Section 1

a) # of instructional employees: 111

DecisionEd/DW

Executive Summary: Section 1

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

3	b) % receiving effective rating or higher: 100%	Narrative	
3	c) % Highly Qualified Teacher (HQT), as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE): 100%	Narrative	Executive Summary: Section 1
	d) % certified in-field, pursuant to Section 1012.2315(2), F.S.: 100%	Narrative	Executive Summary: Section 1
2	e) % ESOL endorsed: 6.3%	DecisionED/DW	Executive Summary: Section 1
2	f) % reading endorsed: 9.9%	DecisionED/DW	Executive Summary: Section 1
3	g) % with advanced degrees: 34.2%	DecisionED/DW	Executive Summary: Section 1
3	h) % National Board Certified: 0.9%	DecisionED/DW	Executive Summary: Section 1
	i) % first-year teachers: 3.6%	DecisionED/DW	Executive Summary: Section 1
	j) % with 1-5 years of experience: 19.8%	DecisionED/DW	Executive Summary: Section 1
	k) % with 6-14 years of experience: 36.0%	DecisionED/DW	Executive Summary: Section 1
	l) % with 15 or more years of experience: 40.5%	DecisionED/DW	Executive Summary: Section 1
	4. <i>Paraprofessionals</i>		Executive Summary: Section 1
	a) # of paraprofessionals: 9	Narrative	Executive Summary:

			Section 1
	b) % Highly Qualified Teacher, as defined in NCLB through a High, Objective, Uniform State Standard of Evaluation (HOUSSE): 100%	Narrative	Executive Summary: Section 1
	5. <i>Teacher Recruitment and Retention Strategies</i>		
	<p>a) Describe your school’s strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible. The principal is ultimately responsible for recruitment and retention of highly qualified teachers. The strategies for this include: Proactively determining units, needs and potential vacancies Using HR resources to identify potential candidates Creating a climate that is positive and incents employees to remain at NEHS Using professional learning to promote a work environment that promotes retention</p>	Narrative	Standard 2: Governance and Leadership
	6. <i>Teacher Mentoring Program/Plan</i>		
	<p>a) Describe your school’s teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities. The Lead Mentor is Teri Everett. She has performed this role for three years. Pairings are made with highly effective content areas teachers matched with new teachers needing a mentor. Activities include a monthly meeting in which teachers learn new strategies, reflect on their practice and serve as a PLC where needs can be shared and addressed. We follow the district’s research based mentor model.</p>	Narrative	Standard 3-3.3, 3.7,3.12: Teaching and Assessing for Learning Standard 5-5.2,5.5Using Results for Continuous Improvement
	D. Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)		

4	<p>1. Describe your school’s data-based problem-solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.</p> <p>The school employs several teams to monitor the SIP, implement MTSS systems and promote student achievement.</p> <p>SBLT: monitors core instruction and teacher support systems Administrative Team: resource allocation, coordination of all teams Leading the Learning Cadre: teacher support systems Literacy Leadership Team: teacher support systems AVID Site Team: teacher support systems, small and individual student needs Child Study Team: small and individual student needs PLC’s: teacher support systems, small group and individual student needs</p>	Narrative	Standard 3-3.7: Teaching and Assessing for Learning
4	<p>2. Identify the names and position titles of the members of your school-based leadership team. What is the function and responsibility of each team member as it relates to MTSS and the SIP?</p> <p>Each member of the SBLT serves as a member that reports on each goal of the SIP. The principal facilitates the monthly meetings in which each SIP Goal is addressed through progress monitoring and action plan updates.</p> <p>Department Chairpersons:</p> <ul style="list-style-type: none"> • Career and Technical Education (CTE): Business, Marketing, Auto <ul style="list-style-type: none"> ○ Debbie Fisher • Special Education (ESE): Autism, Learning Strategies, Self-Contained <ul style="list-style-type: none"> ○ Christie Randolph • The Arts, PE and World Languages <ul style="list-style-type: none"> ○ Guillermo Ruiz • Language Arts (E): English <ul style="list-style-type: none"> ○ Cathie Atcher and Irene Turner • Mathematics (M) <ul style="list-style-type: none"> ○ Charlotte Walker • Science (S) <ul style="list-style-type: none"> ○ Shelly Wheat 	Narrative	Standard 2-2.4: Governance and Leadership

	<ul style="list-style-type: none"> • Social Studies (SS) <ul style="list-style-type: none"> ○ Bill Amuso • AVID <ul style="list-style-type: none"> ○ Sarah Newman • Reading <ul style="list-style-type: none"> ○ Kym Solitaire ○ Holly Hilton (instructional coach) <p>Others:</p> <ul style="list-style-type: none"> • Cynthia Hearn, Technology (Data Manager) • Tristan Van Voorhis, Math and Science Coach • Jennifer Hughes, Social Worker (MTSS Coordinator) • Kevin Hendrick, Principal (Facilitator) • Christina Fields, Assistant Principal • Anthony Francois, Assistant Principal • Michael Hernandez, Assistant Principal (Recorder and Moodle Facilitator) • James Kiblinger, Assistant Principal (Time Keeper) • Julia Latimore, Assistant Principal • Paul Chorney, Guidance Department Chair 		
4	<p>3. Describe the systems in place that the leadership team uses to monitor the school’s MTSS and SIP.</p> <p>Each academic goal is managed by a goal manager that supports the writing and implementation of the content or goal area. Each initiative has a progress monitoring tool that accompanies the goal. Within each goal is a tiered support system, with core instruction and remediation and enrichment opportunities for each goal. The Extended Learning Plan helps to support the enrichment and remediation opportunities. In behavior and attendance goals, the tiered support involves both the SIP goal manager and the Child Study Team. The CST serves as the MTSS support team for Tier 2 and 3 interventions. This team meets twice each month and focuses on specific students and interventions to support them.</p>	Narrative	Standard 2-2.3,2.4: Governance and Leadership
5	<p>4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).</p> <p>Baseline and progress monitoring data sources are embedded within each goal below.</p>	Narrative	Standard 5-5.1, 5.2, 5.3, 5.4: Using

			Results for Continuous Improvement																																																
4,5	<p>5. Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.</p> <p>Staff are involved in the development and implementation of the MTSS process through professional development in preschool and throughout the year, through PLC's and department initiatives. Each teacher joins a PLC that focuses on their specific contributions to the SIP. In this smaller PLC, a plan of action is developed that includes a data and progress monitoring element. If appropriate, rubrics are developed to support the goal areas and professional development is used to support data based decision making. In addition, the school employs an SIP monitoring system through class room walkthroughs. Data is gathered every week through a planned walkthrough schedule and combined to help the school assess where we are relative to implementing the SIP.</p>	Narrative	Standard 3-3.11, 3.12: Teaching and Assessing for Learning Standard 5-5.3:Using Results for Continuous Improvement																																																
E. Increased Learning Time/Extended Learning Opportunities																																																			
2	<p>Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum (e.g., lengthening the school day, week, or year; providing before, after, Saturday, or summer school programs; implementing enrichment programs and activities; allowing teachers to collaborate, plan, and engage in professional development).</p> <p>The school has an extended learning plan that includes credit recovery, enrichment and tutoring. See below.</p> <table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Frequency and Time</i></th> <th><i>Target Audience</i></th> <th><i>Number of Students</i></th> <th><i>Optional or Mandatory</i></th> <th><i>Fund Source</i></th> </tr> </thead> <tbody> <tr> <td>EOC Algebra Remediation</td> <td>July, three weeks</td> <td>Returning 10th graders</td> <td>50</td> <td>Mandatory</td> <td>ELP</td> </tr> <tr> <td>ACT Preparation (Saturdays)</td> <td>Six times annually</td> <td>11th and 12th graders</td> <td>Minimum 25</td> <td>Optional</td> <td>ELP</td> </tr> <tr> <td>ACT Preparation (School day)</td> <td>Daily pullouts in small groups</td> <td>12th graders</td> <td>75</td> <td>Mandatory</td> <td>Regular units</td> </tr> <tr> <td>FCAT Reading Boot Camp</td> <td>Five Saturdays, Feb. and March</td> <td>9th-12th graders</td> <td>75</td> <td>Optional</td> <td>ELP</td> </tr> <tr> <td>Advanced Placement Preparation</td> <td>March and April, times vary</td> <td>AP students</td> <td>300</td> <td>Mandatory</td> <td>ELP</td> </tr> <tr> <td>EOC Reviews</td> <td>Nov. and Dec.; April</td> <td>EOC Students</td> <td>50 per course</td> <td>Both</td> <td>ELP</td> </tr> <tr> <td>Reading Enrichment</td> <td>Nov.-April, 28 sessions</td> <td>Level 1 and 2, 9th</td> <td>50</td> <td>Mandatory</td> <td>Reading</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Frequency and Time</i>	<i>Target Audience</i>	<i>Number of Students</i>	<i>Optional or Mandatory</i>	<i>Fund Source</i>	EOC Algebra Remediation	July, three weeks	Returning 10 th graders	50	Mandatory	ELP	ACT Preparation (Saturdays)	Six times annually	11 th and 12 th graders	Minimum 25	Optional	ELP	ACT Preparation (School day)	Daily pullouts in small groups	12 th graders	75	Mandatory	Regular units	FCAT Reading Boot Camp	Five Saturdays, Feb. and March	9 th -12 th graders	75	Optional	ELP	Advanced Placement Preparation	March and April, times vary	AP students	300	Mandatory	ELP	EOC Reviews	Nov. and Dec.; April	EOC Students	50 per course	Both	ELP	Reading Enrichment	Nov.-April, 28 sessions	Level 1 and 2, 9 th	50	Mandatory	Reading		
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			and 10 th graders			Referendum	
	Credit Recovery (Nova Net)	Two days per week, 2 ½ hours each day	Students deficient in credits	80	Mandatory	Community School	
	Summer Credit Recovery (Nova Net)	12 days, four hours each day	Students deficient in credits	100	Mandatory	ELP	
Narrative Standard 3-3.1, 3.12: Teaching and Assessing for Learning							
F. Literacy Leadership Team (LLT)							
2	<p>1. Identify the names and positions titles of the members of your school-based LLT.</p> <p>Jim Cady, Mathematics (Chair) Liz Meyer, Art Holly Hilton, Literacy Coach Gary Krupa, Math Teacher Charlotte Walker, Math Teacher Kevin Hendrick, Principal Julia Latimore, Assistant Principal Bill Beale, ESOL Teacher Aaron Leitner, English Teacher Kym Solitaire, Reading Teacher Diana Hensley, Library Information Specialist John Burness, Social Studies Teacher Steve Hester, Social Studies Teacher</p>				Narrative		Executive Summary: Section 1
2	<p>2. Describe how the school-based LLT functions (e.g., meeting processes, roles, functions). Literacy Leadership Teams create capacity of reading knowledge within the school by focusing on the following areas of literacy concern:</p> <ul style="list-style-type: none"> • Support for text complexity • Support for instructional skills to improve reading comprehension <ul style="list-style-type: none"> ○ Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons ○ Providing scaffolding that does not preempt or replace text reading by students ○ Developing and asking text dependent questions from a range of question types ○ Emphasizing students supporting their answers based upon evidence from the text 				Narrative		Executive Summary: Section 1

	<ul style="list-style-type: none"> ○ Providing extensive research and writing opportunities (claims and evidence) • Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction). 		
2	<p>3. What will be the major initiatives of the LLT this year?</p> <p>Assisting teachers in support of:</p> <ul style="list-style-type: none"> • Increasing Instructional Rigor • Assisting students in guiding and tracking their progress • Implementing college and career ready initiatives for all students 	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	G. Every Teacher Contributes to Reading Improvement		
	This section is required for schools with grades 6-12, per Section 1003.413(2)(b), F.S.		
2	<p>1. Describe how the school ensures every teacher contributes to the reading improvement of every student.</p> <p>Every teacher is expected to contribute to reading growth. This is monitored through lesson plans, school walkthroughs, the Instructional Support Model and the teacher appraisal. Support is provided through coaching, professional development and encouraging creativity in support of the CCSS.</p>	Narrative	Standard 3-3.1 thru 3.7: Teaching and Assessing for Learning
	I. College and Career Readiness		
	This section is required for secondary schools, per Sections 1003.413(2)(g)-(j) and 1008.37(4), F.S.		
1	<p>1. How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?</p> <ul style="list-style-type: none"> · Students are provided with an array of course offerings that have applicable skills directly relating to various post-secondary training. · Applied and integrated courses are found extensively in our schools' Center of Excellence program. Within the Center of Excellence, students are required to take multiple integrated courses each year. · Teachers use a daily common board configuration to identify learning targets for students and how it is relevant in their daily lives. 	Narrative	Standard 3-3.5: Teaching and Assessing for Learning

1	<p>2. How does the school promote academic and career planning, including advising on course selections, so that each student’s course of study is personally meaningful?</p> <p>Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs. Academic advisement leading into career choice awareness, exploration and planning occurs each year.</p> <ul style="list-style-type: none"> · Students meet with guidance counselors individually each year to identify and request courses for the upcoming school year. Counselors also conduct credit checks each year, with multiple meetings each year as student’s progress through high school. · Students have the ability to take a transitions course into and out of high school where transition skills are developed and career planning takes place. 	Narrative	Standard 3-3.8, 3.9, 3.12: Teaching and Assessing for Learning. Standard 4-4.6,4.8: Resources and Support Systems
1	<p>3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C.</p> <p>The School Based Leadership Team analyzes the High School Feedback Report each year to determine strengths, weaknesses and problem solve gaps in data. Since the data is lagging by two years, it is sometimes difficult to quickly affect change. Some current and previous strategies used to increase postsecondary readiness include: implementation and increased use of the AVID program; increased participation in advanced coursework; establishment and expansion of Centers of Excellence; increased participation in ACT, CPT, and SAT exams; improved articulation with local colleges and postsecondary institutions; and participation in partnerships with St. Petersburg College.</p>	Narrative	Standard 5-5.4: Using Results for Continuous Improvement
Part II: Expected Improvements			
<p style="color: blue;">For each data point below, unless otherwise directed list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment.</p>			
A. Area 1: Reading			
<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>			
1	<input type="checkbox"/> Students scoring at Achievement Level 3 Current: 19.5% (85)	DecisionED/DW	Assessment Matrix

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Goal: 24.5% (107)		
1	<input type="checkbox"/> Students scoring at or above Achievement Level 4 Current: 17.5% (76) Goal: 22.5% (98)	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		Assessment Matrix
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 Current: 44.4% (8) Goal: 50% (9)	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above Level 7 Current: 33.3% (6) Goal: 39% (7)	DecisionED/DW	Assessment Matrix
	<i>c) Learning Gains</i>		
1	<input type="checkbox"/> Students making learning gains (FCAT 2.0 and FAA) Current: 52% (520) Goal: 100% (1000)	DecisionED/DW FCAT 2.0 only	Assessment Matrix
1	<input type="checkbox"/> Students in lowest 25% making learning gains (FCAT 2.0) Current: 55% (138) Goal: 100% (250)	DecisionED/DW	Assessment Matrix
	<i>d) Comprehensive English Language Learning Assessment (CELLA)</i>		
1	<input type="checkbox"/> Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) Current: 42.2% (35) Goal: 48% (39)	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) Current: 35.3% (30) Goal: 39% (34)	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) Current: 47.1% (40) Goal: 52% (44)	DecisionED/DW	Assessment Matrix

	<i>e) Annual Measurable Objectives (AMOs)</i>																		
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA <table border="1"> <thead> <tr> <th>Subgroup</th> <th>FCAT 2.0 Proficiency Level</th> </tr> </thead> <tbody> <tr> <td>Asian</td> <td>42.1%</td> </tr> <tr> <td>African American</td> <td>14.9%</td> </tr> <tr> <td>Hispanic</td> <td>27.7%</td> </tr> <tr> <td>White</td> <td>45.5%</td> </tr> <tr> <td>ESE</td> <td>6.1%</td> </tr> <tr> <td>LEP</td> <td>13.0%</td> </tr> <tr> <td>Econ Dis.</td> <td>25.2%</td> </tr> </tbody> </table> <p>Subgroup data for the FAA is less than 10 students per group, thus the data is not reported.</p>	Subgroup	FCAT 2.0 Proficiency Level	Asian	42.1%	African American	14.9%	Hispanic	27.7%	White	45.5%	ESE	6.1%	LEP	13.0%	Econ Dis.	25.2%	DecisionED/DW FCAT 2.0 only	Assessment Matrix
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	<i>f) Postsecondary readiness</i>																		
	The following data shall be considered by high schools.																		
	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C. Current: 77% (290) Goal: 82% (309)	DecisionED/DW	Assessment Matrix																
	Goal 1 to support target(s): Northeast High School teachers will increase instructional rigor by using more complex text and the AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies as a focus for increasing reading targets.	Narrative																	
	Possible Data Sources to Measure Goal 1: Ongoing: Classroom walkthrough data, Florida Achieves Benchmark Assessments, classroom formative assessments, FAIR Summative: FCAT Reading, PERT Reading, ACT, SAT	Narrative DecisionED																	
	Data Indicator(s) –corresponding to SIP Part II A-J (SIP Targets) 1. FCAT Reading Proficiency for 9 th and 10 th grades	2012-13 Actuals	2013-14 Targets																

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	#	%	#	%
	376	40	432	46
2. PERT Reading for 12 th grade	# 290	% 77	# 309	% 82
3. FCAT Reading –African Americans—all grades	# 24	% 15.8	# 37	% 24.1
Action Plans (strategies) to Accomplish Goal 1 (reduce or eliminate barriers)				
Action 1- Reorganize reading department and student schedules to best serve needs of students	Narrative			
Action 2- Ensure all seniors are prepared for the reading PERT	Narrative			
Action 3-Eliminate achievement gaps for African American students in FCAT Reading proficiency	Narrative			
Action 4- Use Document Based Questions in Social Studies classes	Narrative			
Plan to Implement Action 1: <ol style="list-style-type: none"> 1. Ensure all students are assigned to a reading class that are not on grade level. 2. Do not use CAR-PD teachers as a reading intervention 3. Employ full time literacy coach 4. Use Florida Achieves as ongoing progress monitoring tool in all reading classes 5. Align teachers for 9th and 10th grade reading to instructional experience and skill set 	Narrative			
Plan to Implement Action 2: <ol style="list-style-type: none"> 1. Enroll all seniors in English IV College Prep (or higher) to prepare for the PERT 2. Continue professional development and PLC for English IV College Prep teachers 3. Use the extended learning program for PERT intervention and tutoring 	Narrative			
Plan to Implement Action 3: <ol style="list-style-type: none"> 1. Conduct professional development on data points for all subgroups 2. Use pull outs for FCAT Reading 3. Review course progressions for African American students to ensure access to credit recovery and AVID 4. Conduct individual meetings with parents for graduation checks 	Narrative			
Plan to Implement Action 4: <ol style="list-style-type: none"> 1. Develop focus calendars for DBQ use 2. Implement DBQ's 3. Discuss DBQ results in PLC's 4. Use literacy coach in social studies classes to implement strategies with texts 	Narrative			

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	B. Area 2: Writing		
	<i>a) Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</i>	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students scoring at or above 3.5 Current: 58% (261) Goal: 70% (315)	DecisionED/DW	Assessment Matrix
	<i>b) Florida Alternate Assessment (FAA)</i>		
1	<input type="checkbox"/> Students scoring at or above Level 4 N/A	DecisionED/DW	Assessment Matrix
	Goal 2 to support target(s): Northeast HS teachers will increase instructional rigor through extensive on-demand writing, direct grammar instruction, direct writing instruction and supportive feedback.	Narrative	
	Possible Data Sources to Measure Goal 2: Ongoing: Classroom walkthrough data, online essay grader assessment data three times per year Summative: FCAT Writing, PERT Writing	Narrative DecisionED/DW	
	Data Indicator(s) – corresponding to SIP Part II A-J (SIP Targets) 1. FCAT Writing Proficiency for 10 th grade students	2012-13 Actuals	2013-14 Targets
		#	%
		278	58
	2. PERT Writing Scores for seniors	#	%
	3. FCAT Writing scores for African American and ELL subgroups	#	%
	Action Plans (strategies) to Accomplish Goal 2 (reduce or eliminate barriers)		
	Action 1-Reorganize language art department and student schedules to best serve the needs of students	Narrative	
	Action 2- Ensure all seniors are prepared for the PERT Writing	Narrative	
	Action 3- Eliminate achievement gap for African American and ESOL students in FCAT Writing 2.0	Narrative	
	Action 4-Ensure all 9th and 10th grade students are prepared for FCAT Writing 2.0	Narrative	

	Plan to Implement Action 1: 1. Ensure all students assigned to the appropriate LA class. 2. Evaluate PERT 11 th grade scores to assign College Prep course if needed. 3. Use writing progress monitoring tool in 9 th and 10 th grades.	Narrative					
	Plan to Implement Action 2: 1. Evaluate FCAT Writing 2.0 scores to guide instruction for 11 th grade preparation for PERT 2. Continue professional development and PLC for PERT 3. Use extended learning program for PERT intervention and tutoring	Narrative					
	Plan to Implement Action 3: 1. Coordinate LA and ESOL grammar and writing instruction. 2. Conduct professional development and PLC's on data points for all subgroups 3. Conduct pullouts for targeted students	Narrative					
	Plan to Implement Action 4: 1. Use online essay grader as progress monitoring assessment 2. Increase informal writing assignments with conferencing to improve organization, revision, and editing of student work 3. Increase direct instruction of grammar and sentence/essay structure.	Narrative					
	C. Area 3: Mathematics						
	2. High School Mathematics						
	The following data shall be considered by high schools.						
	<i>a) Florida Alternate Assessment (FAA)</i>						
1	<input type="checkbox"/> Students scoring at Levels 4, 5, and 6 Current: 7, 39% Goal: 8, 46%	DecisionED/DW	Assessment Matrix				
1	<input type="checkbox"/> Students scoring at or above Level 7 Current: 6, 33% Goal: 7, 40%	DecisionED/DW	Assessment Matrix				
	<i>b) Annual Measurable Objectives (AMOs)</i>						
1	<input type="checkbox"/> Student subgroups (i.e., American Indian, Asian, black, Hispanic, white, English language learners, students with disabilities, and economically disadvantaged) scoring at level 3 or higher on FCAT 2.0, or scoring at level 4 or higher on the FAA	DecisionED/DW FCAT 2.0 only	Assessment Matrix				
	<table border="1"> <tr> <td>Subgroup</td> <td>Algebra EOC Proficiency Level</td> </tr> <tr> <td>Asian</td> <td>67%</td> </tr> </table>	Subgroup	Algebra EOC Proficiency Level	Asian	67%		
Subgroup	Algebra EOC Proficiency Level						
Asian	67%						

	<table border="1"> <tr> <td>African American</td> <td>14%</td> </tr> <tr> <td>Hispanic</td> <td>17%</td> </tr> <tr> <td>White</td> <td>17%</td> </tr> <tr> <td>Subgroup</td> <td>Geometry EOC Proficiency Level</td> </tr> <tr> <td>Asian</td> <td>80%</td> </tr> <tr> <td>African American</td> <td>35%</td> </tr> <tr> <td>Hispanic</td> <td>48%</td> </tr> <tr> <td>White</td> <td>63%</td> </tr> </table>	African American	14%	Hispanic	17%	White	17%	Subgroup	Geometry EOC Proficiency Level	Asian	80%	African American	35%	Hispanic	48%	White	63%		
African American	14%																		
Hispanic	17%																		
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Subgroup	Geometry EOC Proficiency Level																		
Asian	80%																		
African American	35%																		
Hispanic	48%																		
White	63%																		
1	<i>c) Learning Gains</i>																		
	<input type="checkbox"/> Students making learning gains (EOC and FAA) Current: 66% Goal: 100%	DecisionED/DW	Assessment Matrix																
1	<i>d) Postsecondary readiness</i>																		
1	<input type="checkbox"/> 4-year graduates scoring “college ready” on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A010.0315, F.A.C. Current: 55% (224) Goal 60% (246)	DecisionED/DW	Assessment Matrix																
	4. Algebra I End-of-Course Assessment (EOC)																		
1	<input type="checkbox"/> Students scoring at Achievement Level 3 Current: 26% (100) Goal: 31% (111)	DecisionED/DW	Assessment Matrix																
	<input type="checkbox"/> Students scoring at or above Achievement Level 4 Current: 5% (18) Goal: 10% (36)	DecisionED/DW	Assessment Matrix																
1	5. Geometry End-of-Course Assessment (EOC)																		
1	<input type="checkbox"/> Students scoring at Achievement Level 3 Current: 36% (83) Goal: 41% (100)	DecisionED/DW	Assessment Matrix																
	<input type="checkbox"/> Students scoring at or above Achievement Level 4 Current: 23% (54)	DecisionED/DW	Assessment Matrix																

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Goal: 28% (68)		
1	Goal 3 to support target(s): Northeast High School teachers will increase instructional rigor by using technology, embedding AVID strategies and moving towards the Common Core Standards to increase student achievement in math.	Narrative	
	Possible Data Sources to Measure Goal 3: Ongoing: classroom walkthrough data, classroom formative assessments, PCS progress monitoring and common assessments created by the math department. Summative: Algebra EOC, Geometry EOC, PERT, ACT, SAT	DecisionED/DW	
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13 Actuals	2013-14 Targets
1	1. Proficiency on Algebra and Geometry EOC's	#	%
1	1. Math PERT scores	#	%
	2. African American Proficiency in Algebra and Geometry EOC's	#	%
	Action Plans (strategies) to Accomplish Goal 3 (reduce or eliminate barriers)		
1	Action 1- Targeted scheduling for Algebra and Geometry students	Narrative	
1	Action 2- Extended learning and tutoring for all students	Narrative	
	Action 3- Eliminate achievement gap for African American students	Narrative	
	Action 4-	Narrative	
1	Plan to Implement Action 1: 1. Ensure students are scheduled based on previous test scores and individual needs 2. Implement block scheduling in Algebra to increase instructional time	Narrative	
1	Plan to Implement Action 2: 1. Provide funding for credit recovery programs and tutoring 2. Implement Saturday programs for students identified through progress monitoring 3. Continue attendance monitoring and increase parent contacts to increase daily attendance	Narrative	
	Plan to Implement Action 3: 1. Ensure black students have access to preparation for EOC assessments 2. Ensure black students have access to postsecondary readiness assessments (PERT, ACT, SAT) 3. Conduct pull outs for EOC preparedness	Narrative	

	Plan to Implement Action 4:	Narrative			
	D. Area 4: Science				
	2. High School Science				
	The following data shall be considered by high schools.				
	a) Florida Alternate Assessment (FAA) <input type="checkbox"/> Students scoring at Levels 4, 5, and 6	DecisionED/D W	Assessment Matrix	# 5	% 63
	<input type="checkbox"/> Students scoring at or above Level 7	DecisionED/D W	Assessment Matrix	# 3	% 38
	3. Biology 1 End-of-Course Assessment (EOC)			# 405	% 58
	The following data shall be considered for schools with students taking the Biology 1 EOC.				
	<input type="checkbox"/> Students scoring at Achievement Level 3 Current: 36% (148) Goal: 41% (166)	DecisionED/DW		Assessment Matrix	
	<input type="checkbox"/> Students scoring at or above Achievement Level 4 Current: 17% (70) Goal: 22% (89)	DecisionED/DW		Assessment Matrix	
	Goal 4 to support target(s): Northeast High School science teachers will increase instructional rigor by using more complex text and the AVID WICOR strategies as a focus for increasing Biology EOC scores.				
	Possible Data Sources to Measure Goal 4: Ongoing: classroom walkthrough data, district progress monitoring, site based progress monitoring, classroom formative assessments Summative: Biology EOC	DecisionED/DW			
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13		2013-14	
		Actuals		Targets	
	1. Biology EOC scores	# 405		% 54	

	Action Plans (strategies) to Accomplish Goal 4 (reduce or eliminate barriers)		
1	Action 1- Implement literacy strategies to support Biology curriculum		
1	Action 2- Eliminate achievement gaps for African American students in Biology EOC proficiency		
	Action 3- Use Gizmos in Biology classrooms		
1	Action 4-		
1	Plan to Implement Action 1: <ol style="list-style-type: none"> 1. Utilize science instructional developer for model lessons, coteaching and progress monitoring data analysis 2. Utilize science and site based progress monitoring in all Biology classrooms 3. Analyze data from progress monitoring and use this data to align our lessons/curriculum areas of need 		
	Plan to Implement Action 2: <ol style="list-style-type: none"> 1. Analyze and track specific data on African American students 2. Conduct professional development on data points for all subgroups 		
	Plan to Implement Action 3: <ol style="list-style-type: none"> 1. Conduct professional development on use and implementation of Gizmo's 2. Develop schedule for laptop use 		
	Area 5: CTE and STEM		
1	The following data shall be considered by middle and high schools. <input type="checkbox"/> Students enrolling in one or more CTE courses 278		
1	<input type="checkbox"/> Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses 212	DecisionED/DW	
1	<input type="checkbox"/> Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses 97%	DecisionED/DW	Assessment Matrix
1	<input type="checkbox"/> Students taking CTE industry certification exams <input type="checkbox"/> Passing rate (%) for students who take CTE industry certification exams 178 57%	DecisionED/DW	Assessment Matrix
		DecisionED/DW	Assessment Matrix

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	<input type="checkbox"/> CTE program concentrators AOIT Automotive	DecisionED/DW	
	<input type="checkbox"/> CTE teachers holding appropriate industry certifications 8	Narrative	Standard 3-3.11: Teaching and Assessing for Learning; Standard 4-1: Resources and Support Systems
	Goal to support targets in CTE/STEM Northeast teachers will increase instructional rigor to prepare students for industry certifications.		
	Possible Data Sources to Measure Goal 5: MOS Bundle ASE ProStart Quickbooks AOIT Certs in Adobe and Comp TIA+ ServSafe	DecisionED/DW	
	Data Indicator(s) - corresponding to SIP Part II A-J (SIP Targets)	2012-13	2013-14
		Actuals	Targets
	1. Total number of industry certifications for FTE/School grade	#70	100
1	2. Total number of pre-certification tests taken	# 156	300
1	3.	#	%
1	Action Plans (strategies) to Accomplish Goal 5 (reduce or eliminate barriers)		
1	Action 1- Ensure CTE students are program completers in CTE courses.		
1	Action 2- Collaborate with CTE teachers to provide cutting edge training and certifications for high skill, high wage jobs in Florida's target industries.		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

1	Action 3- Provide training for students to prepare for certification exams in order to accomplish required certification prior to graduation.		
3	Action 4-		
	Plan to Implement Action 1: <ol style="list-style-type: none"> 1. Ensure students are assigned to the appropriate CTE class in the course sequence model. 2. Maintain sequential CTE programs of study resulting in a credential endorsed by state industry. 		
	Plan to Implement Action 2: <ol style="list-style-type: none"> 1. Teachers should improve program curriculum to measure students understanding of both knowledge and skills. 2. Develop integrated lessons to provide real life approaches and hands on experiences to blend academic and career education. 		
	Plan to Implement Action 3: <ol style="list-style-type: none"> 1. Teachers possess appropriate industry certifications 2. After school tutoring, software, peer tutoring available to students to better prepare for industry certs 3. Partnership with local business community to meet certification requirements 4. Modify curriculum to align to certifications where necessary 		
1	Plan to Implement Action 4:		
1	H. Area 8: Early Warning Systems 1. Attendance		
	Plan to Implement Action 1: Northeast HS will reduce the incidences of excessive tardies and absences through the use of the Child Study Team. The goal is reduce each area by 10%.		
	<input type="checkbox"/> Students tardy 10 percent or more, as defined by district attendance policy 166, 8%	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
1	<input type="checkbox"/> Students absent 10 percent or more, as defined by district attendance policy 701, 34% Target: Reduce by 10% (631)	DecisionED/DW	Standard 5-5.2 Using Results for Continuous Improvement
1	2. Suspension <input type="checkbox"/> Students with one or more referrals 771, 37% Target: Reduce by 10% (694)		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	<input type="checkbox"/> Students with five or more referrals 241, 12% Target: Reduce by 10% (217)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement		
	<input type="checkbox"/> Students with one or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 550, 27% Target: Reduce by 10% (495)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement		
1	<input type="checkbox"/> Students with five or more in-school suspension days, as defined in s.1003.01(5)(b), F.S. 161, 8% Target: Reduce by 10% (145)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement		
	<input type="checkbox"/> Students with one or more out-of-school suspension days, as defined in s.1003.01(5)(a), F.S. 146, 7% Target: Reduce by 10% (131)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement		
	<input type="checkbox"/> Students with five or more outof-school suspension days, as defined in s.1003.01(5)(a), F.S. 45, 2% Target: Reduce by 10% (40)	DecisionED/DW	Standard 5: Using Results for Continuous Improvement		
	<input type="checkbox"/> Students with ten or more in-school or out-of-school suspension days 103, 5% Target: Reduce by 10% (93)	DecisionED/DW		Standard 5: Using Results for Continuous Improvement	
	<input type="checkbox"/> Students referred for alternative school placement 3, 0.1%			DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Students expelled 0, 0%	DecisionED/DW	Standard 5: Using Results for Continuous	#	%

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

		Improvement	#	%
	3. Retention			
	<input type="checkbox"/> Students retained 0 PCS HS policy prevents retention	DecisionED/DW		Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Students with one or more course failures on first attempt in core-curricula courses, as defined in s. 1003.01(14), F.S. 690	DecisionED/DW		Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Students in 3 rd grade with one or more course failures on first attempt in core-curricula courses <input type="checkbox"/> Students in 6 th grade with one or more course failures on first attempt in core-curricula courses <input type="checkbox"/> Students in 9 th grade with one or more course failures on first attempt in core-curricula courses 212	DecisionED/DW		Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Students off track for graduation based on credits required to date for their cohort 501	DecisionED/DW		Standard 5: Using Results for Continuous Improvement
	4. Dropout Prevention			
	The following data shall be considered by high schools, per Section 1003.53, F.S. If a school has significantly lower graduation rates for a subgroup when compared to the state's graduation rate, that school's improvement plan is required to include strategies for improving these results, pursuant to Section 1001.42(18), F.S. Graduation rates for the state, district, and school by subgroup are available in the AMO Outcomes Report at http://schoolgrades.fldoe.org/ .	DecisionED/DW assuming drop out codes are W22 and w15		
	<input type="checkbox"/> Students dropping out of school, as defined in s.1003.01(9), F.S. 3, 0.1%	DecisionED/DW		Standard 5: Using Results for Continuous Improvement
3	<input type="checkbox"/> Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	DecisionED/DW		Standard 5: Using Results for

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	318, 77% Target: 82%		Continuous Improvement
3	<input type="checkbox"/> Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C. 52% Target: 60%	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b) 84% Target: 87%	DecisionED/DW	Standard 5: Using Results for Continuous Improvement
3	I. Area 9: Parent Involvement		
3	Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, Codified at 20 U.S.C. § 6314(b).	Narrative	
3	Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students in lowest performing quartile or subgroups not meeting AMOs whose parent(s) participated in one or more parent engagement opportunities). Goal: Host four College and Career Ready parent nights with a minimum attendance of 100 students represented by adults at each meeting.		
3	J. Area 10: Additional Targets Bradely MOU targets embedded within Reading, writing, math and science goals.		
3	This section is optional and may be used as needed for data targets in areas not already addressed in the SIP. Insert Goal Cells (e.g., under Social Sciences for Goal 5) as needed.		
3	K. Problem-Solving		
3	Based on the targets set for your school in each required Area, engage in a problem-solving process using the following questions. Goals shall specifically address any subgroup not meeting its AMO targets for 2012-2013. The special needs of subgroups not addressed in the AMO report (e.g., migrant, homeless, neglected and delinquent) shall also be considered during this process. Operational data such as climate surveys and classroom walkthroughs may also be used as available and relevant.	Narrative	

3	<input type="checkbox"/> Step 1: Identify goal(s) to help you achieve your targets. Select one or more Areas each goal addresses. This process was completed by individual teams in developing the different goals. There are eight content goal areas, each with three or more individual goals.	Narrative	
3	<input type="checkbox"/> Step 2: Brainstorm barriers that could prevent the school from achieving each goal. Common barriers include: There is not a clear understanding of what setting an instructional purpose looks like in the classroom Core instruction does not consistently provide enough opportunities for students to apply reading strategies Curriculum and instruction does not engage students in authentic higher order, cognitively complex literacy tasks.	Narrative	
	<input type="checkbox"/> Step 3: Prioritize targeted barriers based on alterable elements of curriculum, instruction, environment, and organizational systems (e.g., those which have the most impact on the goal if removed or are immediately actionable). The three common barriers above are the ones that the SBLT identified (from an affinity chart of over 20) as the focus areas.	Narrative	
1	<input type="checkbox"/> Step 4: Brainstorm which resources are available that could be used to address each targeted barrier. Professional development is the largest resources for each barrier. Additional resources include ELP program and funds, SAC funds and the Literacy and Math/Science coaches.	Narrative	
1	<input type="checkbox"/> Step 5: Brainstorm and prioritize strategies that could be used to eliminate or reduce each targeted barrier. The top strategies are: <ol style="list-style-type: none"> 1. Communicate a Purpose for Learning 2. Increase Instructional Rigor 3. Implement College and Career Ready Initiative for Every Student 	Narrative	
1	<input type="checkbox"/> Step 6: Identify action steps (including who, what, where, when) that will need to be taken to implement the identified strategies. <ol style="list-style-type: none"> 1. All teachers will post objective, agenda and assessment for students to see and discuss every day. This purpose becomes the foundation for all lesson planning. All teachers will upload daily purpose and agenda to internal and course Moodle sites for students and parents to review as needed. 2. All teachers will increase daily student led reading and applied writing for all students in every class by utilize AVID Writing, Inquiry, Collaboration, Organization and Reading strategies in all classes. Teachers will continue the implementation of Common Core State Standards. 	Narrative	

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	3. Increase opportunities and participation for parents and students to engage in college and career ready initiatives. Increase proficiency on ACT, SAT and PERT postsecondary gateway exams. Ensure college, career and graduation requirements are met for all students																										
1	<input type="checkbox"/> Step 7: Determine how strategies will be monitored for effectiveness and fidelity of implementation (including who, what, where, when). <ol style="list-style-type: none"> 1. Lesson planning uploads are done weekly and classroom walkthroughs occur each day through a specified schedule. See more information earlier in the document. 2. See above 3. Parent nights, ACT/SAT participation rates and performance in the school grade 	Narrative																									
	<input type="checkbox"/> Step 8: Determine how progress towards each goal will be monitored (including who, what, where, when). <ol style="list-style-type: none"> 1. Principal/AP, CWT, weekly 2. Principal/AP, CWT, weekly 3. Principal/AP, CWT, weekly 	Narrative																									
Part III: Professional Development																											
1	For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.	Narrative																									
1	<input type="checkbox"/> Related goalEight academic goals	Narrative																									
1	<input type="checkbox"/> Topic, focus, and content WICOR and Common Core trainings through PLC's, school wide PD and Strategy Walk Days.	Narrative																									
1	<input type="checkbox"/> Facilitator or leader: Principal, AP, Coach	Narrative																									
	<input type="checkbox"/> Participants (e.g., Professional Learning Community, grade level, schoolwide) See embedded schedule	Narrative																									
	<table border="1"> <thead> <tr> <th>Department PLC's</th> <th>PD Choice</th> <th>Full Day PD/SIP PD</th> <th>School Wide Strategy Walks</th> <th>SBLT</th> <th>LLT/AVID</th> </tr> </thead> <tbody> <tr> <td>8/28</td> <td>9/18</td> <td>8/14*</td> <td>9/25</td> <td>8/26</td> <td>9/3</td> </tr> <tr> <td>9/25</td> <td>11/6</td> <td>9/13</td> <td>11/20</td> <td>9/23</td> <td>10/7--10/8</td> </tr> <tr> <td>10/23</td> <td>1/22</td> <td>10/25</td> <td>3/12</td> <td>10/21</td> <td>11/4</td> </tr> </tbody> </table>	Department PLC's	PD Choice	Full Day PD/SIP PD	School Wide Strategy Walks	SBLT	LLT/AVID	8/28	9/18	8/14*	9/25	8/26	9/3	9/25	11/6	9/13	11/20	9/23	10/7--10/8	10/23	1/22	10/25	3/12	10/21	11/4		
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	11/20	5/14	2/17*		11/18	12/2			
	12/11		4/18		12/9	1/6--1/7			
	1/22				1/21	2/3			
	2/12		*District wide		2/10	3/3--3/4			
	3/12				3/10	4/7			
	4/16				4/14	5/5			
	5/14				5/12				
	1:45-2:20	1:45-2:20	8:30-3:30	By Period	1:45-2:45	1:45-2:45			
	<p>Required for all instructional staff Department PLC's:content PLC's for school improvement and student achievement PD Choice: required PD based on SIP, teacher chooses theme that meets their needs Full Day PD/SIP: district or school based trainings required for all teachers School wide Strategy Walks: teachers visit a colleague during planning as PD Faculty meetings will be called when necessary</p> <p>SBLT: School Based Leadership Team LLT/AVID: Literacy and AVID teams</p>								
	<input type="checkbox"/> Target dates or schedule (e.g., professional development day, once a month) See embedded schedule							Narrative	
3,4	<input type="checkbox"/> Strategies for follow-up and monitoring IPDP discussions							Narrative	
	<input type="checkbox"/> Person responsible for monitoring Principal and AP's							Narrative	
1-5	Part IV: Coordination and Integration								
	Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C- Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X- Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and							Narrative	

	job training, as applicable to your school.									
1-5	Part V: Budget									
1-5	Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:								Narrative	
	Name of Program	Program Description	Targeted Audience	Frequency and Time	Approx. # of Students Served	# of Instructors and Hours per Instructor	Supply Cost	Total Cost		
	Math Tutoring	This tutoring program will provide tutoring for EOC and classwork for all students enrolled in Math classes at Northeast High School	9-12 th grade students	Mon – Thursday daily (Sept – June) Saturday (EOC prep) Nov, Dec, April, June July – 2013-2014)	100+	3 instructors per day for 4 days per week 2 hours per day for 32 weeks (\$13877.00) 3 Instructors for a total of 12 hours each (\$651.00)	\$50.00 \$50.00	\$14,628.00		
	German II Course	Enrichment for students to get credit for completing foreign language course	9-12 th grade students needing to complete German II	45 minutes a day Mon – Friday	12	1 Instructor for 130 hours (18.07 X 130 = \$2349.00)	\$8000.00	\$7350.00		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Summer Credit Recovery and EOC Tutoring	Credit Recovery for students who did not earn credit in required course and EOC tutoring for all EOC Preparation- all subject tested EOC (Algebra, Geometry, US History)	9-12 th grade students	June, July 2014	100+	7 instructors @ 75 hours each	\$0.00	\$9777.00		
	ACT / SAT Preparation	Test Preparation to help students with ACT preparation to increase graduation rate and improve reading / math post-secondary readiness	10-12 th grade students	Oct 26 th 9-10:30 am. November – 2 afternoons Second Semester	100+	4 instructors (2 reading, 2 math) 6 hours each per semester (48 hours) = \$868.00	\$0.00	\$868.00		
	Name of Program	Program Description	Targeted Audience	Frequency and Time	Approx. # of Students Served	# of Instructors and Hours per Instructor	Supply Cost	Total Cost		
	Remediation	Pull out for	10 th grade	Planning	100+	4 instructors	\$0.00	\$3903.00		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	for African American Students	African American Students for reading and writing enrichment and improvement efforts.	students	periods		3 hours a week for 18 weeks (\$3903.00)				
	ABS Program	Alternative Bell Schedule Program in lieu of suspension for students with behavioral difficulty	9-12 th grade students	Daily Monday – Friday (2:00 pm – 6:00 pm)	1850+	1 instructor per day 4 hours for 5 hours (gen ed) (for 38 weeks) 1 ESE teacher per day for 1 hour per day (for 38 weeks)	\$0.00	\$17167.00		
	Honors College	This program will serve as enrichment efforts for students grades 9-12 for college readiness and support in rigorous course work	9-12 th grade students	Seminars afterschool 5 times per year	82+	15 teachers for 16 hours per year and one teacher for 34 hours per year	\$0.00	\$4952.00		
	Underclassman	This program is designed	9 th and 10 th grade	Saturday – 8:30 –	50+	6 teachers for 2 hours	\$250.00	\$2700.00		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	Scholarship Saturday School	for 9 th and 10 th grade students as grade recovery when they are failing a core course at the 3 week grading period mark.	students	10:30 am. (12 Saturdays throughout the school year)		for 12 sessions				
	Name of Program	Program Description	Targeted Audience	Frequency and Time	Approx. # of Students Served	# of Instructors and Hours per Instructor	Supply Cost	Total Cost		
	Industry Certification Test Prep and Tutoring	Reading and vocabulary comprehension that is specific to the technical language used in certification test, test taking tips, additional resources and practice material for industry test.	9-12 th grade students for the following industry test: Microsoft Word, Excel, Powerpoint and Inuit Quickbooks	1 hour after school Monday – Thursday	399+	1 instructor 1-4 hours per week for 32 weeks	\$0.00	\$2244.00		
	Afterschool Academy (FCAT prep,	Program designed for student	9 th -12 th grade students	Mon – Thursday 2 hours	100+	2 instructors per day for two hours	\$250.00	\$5421.00		

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	ACT prep and SAT prep)	seeking assistance with tutoring and reading strategies for the FCAT, ACT, SAT testing. Study hall format to assist with all subject areas.		per day		each, 1 instructor for 1 hour a day for 25 weeks. (12X25X18.07)				
	Literacy Enrichment Club	This program is designed to provide literacy enrichment services to all students at Northeast High School to improve student literacy throughout the school community.	9-12 th grade students	Mon – Friday (5 hours per week)	100+	2 Instructors per day 5 days a week for 1 hour a day each for 30 weeks	\$0.00	\$5421.00		
							Supplies Total: \$8600.00	Instructor Total: \$74431.00		
								Grand Total: \$83331.00		

1-5	<input type="checkbox"/> Related goal	Narrative	
1-5	<input type="checkbox"/> Strategy	Narrative	
1-5	Part VI: Mid-Year Reflection		
	This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each created in Part IIK.		
	<input type="checkbox"/> Has the goal been achieved?	Narrative	Standard 5: Using Results for Continuous Improvement
1-5	<input type="radio"/> If yes, what evidence do you see to indicate you have achieved the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
	<input type="radio"/> If no, is desired progress being made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> If no, have the originally targeted barriers been eliminated or reduced?	Narrative	Standard 5: Using Results for Continuous Improvement
	<input type="checkbox"/> If yes, what evidence do you see to indicate barriers have been eliminated or reduced?	Narrative DecisionED	Standard 5: Using Results for Continuous Improvement

SIP Template with Alignment of District Strategic Plan-School Improvement Plan 2013-14- Accreditation Standards

	<input type="checkbox"/> If no, are the original strategies being implemented with fidelity as designed?	Narrative	Standard 5: Using Results for Continuous Improvement
	o If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP.	Narrative	Standard 5: Using Results for Continuous Improvement
	o If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.		Standard 5: Using Results for Continuous Improvement
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