Northeast High School

2022-23 Schoolwide Improvement Plan

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Northeast High School

5500 16TH ST N, St Petersburg, FL 33703

http://www.northeast-hs.pinellas.k12.fl.us

Demographics

Principal: Michael Hernandez

Start Date for this Principal: 6/20/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2021-22: B (54%) 2020-21: (53%) 2018-19: B (60%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

All Northeast High School Students will graduate prepared for college and career.

Provide the school's vision statement.

100% Student Success.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities**:**

Name	Position Title	Job Duties and Responsibilities	
Hernandez, Michael	Principal		Oversee the safety, education, and operations of the school.
Mills, Carlisa	Assistant Principal		Oversee the safety, education, and operations of the school.
Mullaney, Stacy	Assistant Principal		Oversee the safety, education, and operations of the school.
Allison, Walter	Assistant Principal		Oversee the safety, education, and operations of the school.
Rodgers, Lindsay	Assistant Principal		Oversee the safety, education, and operations of the school.

Demographic Information

Principal start date
Monday 6/20/2022, Michael Hernandez

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

81

Total number of students enrolled at the school

1,764

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	481	453	428	402	1764
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	104	107	144	148	503
One or more suspensions	0	0	0	0	0	0	0	0	0	50	36	29	32	147
Course failure in ELA	0	0	0	0	0	0	0	0	0	83	85	69	8	245
Course failure in Math	0	0	0	0	0	0	0	0	0	72	77	79	7	235
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	51	70	87	93	301

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	2	5	14	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	0	0	0	4

Date this data was collected or last updated

Monday 6/20/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	417	458	475	322	1672
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	57	107	125	60	349
One or more suspensions	0	0	0	0	0	0	0	0	0	14	15	22	5	56
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	14	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	8	5	10	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	10	5	3	7	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	1	3

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	417	458	475	322	1672
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	57	107	125	60	349
One or more suspensions	0	0	0	0	0	0	0	0	0	14	15	22	5	56
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	14	0	0	0	14

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	8	5	10	0	23

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	10	5	3	7	25
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	1	3

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%			48%			52%	56%	56%
ELA Learning Gains	50%			54%			56%	51%	51%
ELA Lowest 25th Percentile	37%			39%			50%	43%	42%
Math Achievement	39%			35%			43%	45%	51%
Math Learning Gains	49%			31%			53%	44%	48%
Math Lowest 25th Percentile	45%			42%			56%	41%	45%
Science Achievement	55%			61%			73%	64%	68%
Social Studies Achievement	57%			58%			69%	71%	73%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

			ELA			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

			MATH			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

			SCIENCE			
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	75%	62%	13%	67%	8%
		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
		HISTORY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	70%	3%	70%	3%
		ALGEBRA EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	29%	55%	-26%	61%	-32%
		GEOMETRY EOC			
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	56%	-3%	57%	-4%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	37	26	21	34	43	34	49		90	31
ELL	15	44	39	13	28	53	19	29		100	72
ASN	47	55	43	37	34		78	56		96	85
BLK	28	41	28	16	26	40	30	39		100	49
HSP	35	48	53	28	27	50	58	57		99	60
MUL	52	61		45	24		56	67		100	60
WHT	60	61	38	45	34	42	70	65		96	69
FRL	37	49	39	29	28	43	49	48		95	62
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	48	38	27	51		55	57		86	20
ELL	34	56	43	16	45	63	56	43		95	53
ASN	66	67		50	60		87	84		100	81
BLK	21	43	41	17	37	46	44	47		93	41
HSP	48	54	52	36	58	63	59	52		91	54
MUL	53	65		46	44		100	82		88	64
WHT	62	59	55	54	57	56	83	78		91	58
FRL	40	52	48	35	52	60	67	60		90	50

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	595
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	56
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	51
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

All subgroups of students have met 41% or higher for ESSA ratings this year. We have areas to grow for our African American and Students with Disabilities subgroups of learners.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest areas for improvement are for our African American and Students with Disabilities subgroups. Both groups ESSA Ratings are 43% (Black) and 46% (ESE) and have struggling scores on progress monitoring assessments.

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

Contributing factors include struggles with attendance and poor levels of performance entering high school in ELA and Mathematics.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our overall learning gains performance for Mathematics went up by 18% points to an overall 49%.

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

Out school created a detailed ELP plan to assist students and implemented interactive, adaptive software to assist students with learning gaps. Our Math team implemented a system to deconstruct math problems for deeper understanding and incentivized students for their effort and growth.

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

Use of AVID WICOR strategies, adaptive software systems to assist with learning gaps, a detailed ELP plan, in school course recovery systems, peer to peer mentoring for targeted students and subgroups, and progress monitoring to created reteaching plans to assist learns with struggling material.

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

B.E.S.T. trainings provided on site and from district support. Detailed PD/PLC schedule to monitor students learning progress and to assist with reteaching plan development. Strategy Walk PD to allow instructors to visit and observe exemplar teaching practices. Twenty and Out sessions to develop teachers instructional strategies. Continued training and support with student mental health. Common Planning provided to teachers in state tested areas.

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

Peer to peer mentoring for our African American subgroup.
Equitable Grading Practices for all students.
Implementation of AVID WICOR strategies to support learning in all classes with a focus of literacy skills (reading, writing, listening, and speaking).
Implementation of AICE and Pre-AP Frameworks to support all students.
Implementation of the BEST standards to support learning in all content areas.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA proficiency rates are a critical need for our school as many of our learners enter high school below proficiency. 27% of our rising 9th grade learners are proficient in reading.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of all students achieving ELA proficiency will increase from 48% to 52%, as measured by Spring 2023 State ELA/READING Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress Monitoring Assessments, Pre-AP Assessments, Examinations, Classroom walkthroughs, Implementation of BEST benchmarks will be used for monitoring success.
Person responsible for monitoring outcome:	Michael Hernandez (hernandezmic@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in ELA classrooms to promote learning of the BEST benchmarks and student ownership for learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Invoking literacy for all students through the utilization of an empowered and collaborative school culture that supports common instructional practices to promote student "agency." The rationale is intended to provide a solid approach for students to use for assessments through school-wide "Attitude leads to Achievement" Initiative as a means to increase learning gains, proficiency, sub-group performance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administrators monitor and support the implementation of the use of grade- appropriate, B.E.S.T. benchmarks-aligned, complex texts, and connected tasks in reading and ELA classrooms.

Person Responsible Michael Hernandez (hernandezmic@pcsb.org)

ELA and reading teachers receive professional development around
B.E.S.T. benchmarks and task alignment in order to equip them to analyze to what extent a task or lesson measures the depth of the benchmark.

Person Responsible   Michael Hernandez (hernandezmic@pcsb.org)

ELA and Reading teachers work together to conduct data chats with students (using data from progress monitoring cycle assessments, reading programs, and the State ELA/Reading Assessment in order to support students with setting and monitoring progress towards learning goals; create action plans and next steps; and adjust instruction.

Person Responsible   Michael Hernandez (hernandezmic@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Math proficiency rates are a critical need for our school as many of our learners enter high school below proficiency. 18% of our rising 8th grade learners are proficient in pre-algebra.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of all Algebra students achieving Math proficiency will increase from 33% to 40%, as measured by the Algebra EOC. The percent of all Geometry students achieving Math proficiency will increase from 47% to 52%, as measured by the Geometry EOC.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress Monitoring Assessments, IXL implementation, Examinations, Pre-AP Assessments, Classroom walkthroughs, and Implementation of BEST benchmarks will be used for monitoring success.
Person responsible for monitoring outcome:	Walter Allison (allisonw@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in Math classrooms to promote learning of the BEST benchmarks, deconstructing math problems in a systematic way, and student ownership for learning.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	AVID's College and Career Readiness System of strategies are researched based practices to help all students succeed. Universal design for learning strategies will be included to allow students to have options for how they demonstrate mastery of learned content. The Pre-AP framework will provide guidance for instructional delivery in Algebra and Geometry.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers regularly incorporate checks for understanding through formative assessments and use the collected data to gauge student progress toward mastery of the course content. (Utilize textbook resources for formative assessments and district resources)

Person Responsible	Walter Allison (allisonw@pcsb.org)

Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices.

Person Responsible	Walter Allison (allisonw@pcsb.org)

Teachers engage in course-specific PLCs to review assessment data, identify trends and next steps. (Creating content specific common assessments to support data discussion)

Person Responsible   Walter Allison (allisonw@pcsb.org)

Teachers utilize formative and summative assessments data to determine areas of low proficiency and remediation needs for students so that they are able to be reassessed. (Create a plan so that this occurs it support student achievement)

Person Responsible   Walter Allison (allisonw@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Science proficiency rates are a critical need for our school as many of our learners enter high school below proficiency. 29% of our rising 9th grade learners are proficient in science.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Biology students will achieve a proficiency of a 65% as measured by the Biology EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress Monitoring Assessments, Examinations, Pre-AP Assessments, Classroom walkthroughs, and Implementation of benchmarks will be used for monitoring success.
Person responsible for monitoring outcome:	Carlisa Mills (millsc@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in Biology classrooms to promote learning of benchmarks, scientific inquiry, and student ownership for learning. Pre-AP Model Lessons will be utilized among the Biology Team to progress student learning. Biology PLC's will be implemented to review student work, student performance data (cycle data) to created reteaching plans and data chats to meet student remedial needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	AVID's College and Career Readiness System of strategies are researched based practices to help all students succeed. Universal design for learning strategies will be included to allow students to have options for how they demonstrate mastery of learned content. The Pre-AP framework will provide guidance for instructional delivery in Biology.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers backwards plan lessons to include learning tasks where students are scaffolded to demonstrate achievement of the learning target.

Person Responsible	Carlisa Mills (millsc@pcsb.org)

Administrators will frequently visit science classes to observe rigor of student tasks, provide constructive feedback and collaborate to determine next steps.

| **Person Responsible** | Carlisa Mills (millsc@pcsb.org) |

Teachers intentionally plan in Professional Learning Community (PLC) groups and facilitated planning for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies.

| **Person Responsible** | Carlisa Mills (millsc@pcsb.org) |

Teachers will provide multiple means of action and expression through options for: allowing students to demonstrate mastery of science benchmarks through a variety of formats, providing rubrics and exemplars of mastery-level work, providing systems for tracking progress toward a learning goal.

| **Person Responsible** | Carlisa Mills (millsc@pcsb.org) |

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Social Studies proficiency rates are a critical need for our school as many of our learners enter high school below proficiency. 39% of our rising 9th grade learners are proficient in Civics.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	US History students will achieve a proficiency of a 65% as measured by the US History EOC.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Progress Monitoring Assessments, Examinations, Classroom walkthroughs, and Implementation of benchmarks will be used for monitoring success.
Person responsible for monitoring outcome:	Stacy Mullaney (mullaneys@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in US History classrooms to promote learning of benchmarks, inquiry, and student ownership for learning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	AVID's College and Career Readiness System of strategies are researched based practices to help all students succeed. Universal design for learning strategies will be included to allow students to have options for how they demonstrate mastery of learned content.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers include WICOR strategies into daily lesson plans that support students at all levels. (See WICOR in Social Studies instructional strategies matrix for specific recommendations on strategies to implement)

Person Responsible	Stacy Mullaney (mullaneys@pcsb.org)

Administrators help organize strategy walks or demonstration days for social studies teachers to view and reflect on the effective implementation of WICOR instructional practices.

Person Responsible	Stacy Mullaney (mullaneys@pcsb.org)

Social studies teachers will continue to integrate literacy standards into the social studies content via Document Based Question (DBQ) Project materials and Stanford History Education Group (SHEG) lessons.

Person Responsible	Stacy Mullaney (mullaneys@pcsb.org)

Teachers regularly incorporate knowledge checks (formative assessments) and use the collected data to gauge student progress toward mastery of the course content. (Common, standards aligned, mini assessments are available for World History, U.S. Government, Economics with Financial Literacy, and U.S. History courses)

| **Person Responsible** | Stacy Mullaney (mullaneys@pcsb.org) |

#5. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Graduation Rate Our graduation rate for 2022 is projected at a 92%. Our goal will be to increase our graduation rate by 2%. 95% is our current graduation ceiling for the 2023 cohort due to early withdraws over the past four years.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our school's graduation rate will be 94% for the 2023 cohort.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our Counselor's and Administrator's are aligned by specific cohorts to ensure accuracy of progress monitoring which will in keep students on track for graduation.
Person responsible for monitoring outcome:	Stacy Mullaney (mullaneys@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Progress monitoring of students to ensure gaps are being identified and met. Incorporation of AVID College and Career Readiness System school wide. Extended Learning Programs and Credit Recovery Programs to support student learning and assist with remediation in learning gaps.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	We use AVID's College and Career Readiness System to help our students learn and grow. AVID WICOR (focus on FTN [Focused Note Taking]), UDL and highly engaging strategies meant to reach a diverse group of learners to help all students succeed. Progress monitoring ensures that all students have opportunities to succeed.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize the PCS COHORT REPORTING SYSTEM to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level as needed and appropriate

Person Responsible	Michael Hernandez (hernandezmic@pcsb.org)

Utilize the Grad Requirement Report as a progress monitoring and responding intervention tool with school counselors for every 11th and 12th grader every quarter.

Person Responsible	Stacy Mullaney (mullaneys@pcsb.org)

Identify Personnel who will lead improvement and monitoring processes at each grade level for the following factors that impact graduation rate:
Attendance
Referrals out of class (ISS and OSS)- lost instructional time
Course Failures and overall course history GPA for referral to credit recovery

Passing ALG 1 EOC score or concordant test score
Passing State Test score for ELA/READING (10th Grade assessment) or concordant test score

Person Responsible   Stacy Mullaney (mullaneys@pcsb.org)

#6. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Pinellas County Schools-Bridging the GAP Our school and district have a clear achievement gap in our African American subgroup. Our goal is to close the achievement gap by 5% in ELA and Mathematics achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent African American student's proficiency across all ESSA categories is 43%. Our goal is to raise the proficiency rating in all ESSA categories for African American students to 50%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our Counselor's and Administrator's are aligned by specific cohorts to ensure accuracy of progress monitoring which will in keep African American students on to graduate with multiple accelerated opportunities.
Person responsible for monitoring outcome:	Carlisa Mills (millsc@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Mentoring support for our African American subgroup. AVID College Readiness System, Restorative Practices, UDL, Cultural Teaching strategies, and a focus on building relationships.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	AVID WICOR, Cultural Teaching practices, UDL, and Restorative Practices create a school culture conducive to maximum student learning and improvements.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Peer to peer mentoring support on campus. Our upper level students will provide support to our African American male freshmen and sophomores throughout the school year.

Person Responsible   Carlisa Mills (millsc@pcsb.org)

Additional AVID recruitment efforts for black and other minority students (small groups targeting black and multi-racial students who fit AVID locally defined criteria).

Person Responsible   Stacy Mullaney (mullaneys@pcsb.org)

Additional recruitment efforts for black and other minority students for accelerated courses and CTE opportunities.

Person Responsible   Stacy Mullaney (mullaneys@pcsb.org)

#7. Instructional Practice specifically relating to Graduation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	College and Career Acceleration Our goal is to increase the amount of students graduating with an accelerated component from 60% to 70%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal is to increase our College and Career Acceleration rate to 70% for the 2023 school year. Our goal is to (a) increase the number of students who successfully pass industry certifications on the CAPE list (b) increase enrollment in DE and AP course work and (c) add an additional opportunity for acceleration through the addition of AICE College Paper
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Utilize the PCS COHORT REPORTING SYSTEM to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level as needed and appropriate
Person responsible for monitoring outcome:	Lindsay Rodgers (rodgersli@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Strategic scheduling that allows all students multiple opportunities to obtain an Industry Certification, enroll in courses earning Dual Enrollment Credit, and/ or passing AP/AICE examinations.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Students will graduate high school with an opportunity to enter college or career and be successful.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Utilize the AP Potential Report to guide course selection recommendations that match each student's greatest opportunity for success.

Person Responsible	Lindsay Rodgers (rodgersli@pcsb.org)

Utilize AVID strategies schoolwide and increase enrollment in the AVID elective to provide supports to students accessing AP, AICE, and/or DE coursework.

Person Responsible	Lindsay Rodgers (rodgersli@pcsb.org)

Coordinate communication and implementation of Naviance lessons to all grade levels.

Person Responsible	Stacy Mullaney (mullaneys@pcsb.org)

Plan, implement, and monitor a course request process that provides equitable access to rigorous coursework that aligns with the AVID recruitment goals and vision and decreases the existing subgroup opportunity gaps.

Person Responsible	Lindsay Rodgers (rodgersli@pcsb.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Empathy, respect, and appreciation for diversity and differences among others are built into structured and unstructured activities, resources, and time in countless ways within the school climate and community. Meaningful instructional practices include differentiation, leadership groups, extra curricular and academic activities, assemblies, AVID, academy events, spirit events (homecoming week, senior appreciation week, moving-up ceremony, pep assemblies, PMAC events, Just Say Hello initiatives, random acts of kindness), and community/parent nights are ways in which differences in abilities, aptitudes, backgrounds, and other human characteristics, conditions, and dispositions are embraced and celebrated at Northeast High School. It is of the utmost importance to the faculty and staff of the school to ensure that Northeast High School, including its physical campus and its extended programs, reach beyond the classroom walls and remain inclusive for all students, families, and stakeholders.

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

Students, teachers, parents, business partners, and the community share the responsibility for implementing our school's mission: All Northeast High School Students will graduate prepared for college and career. This is share by all stakeholders reinforcing the Three A's (Attendance, Attitude, Achievement).

Attendance: Students attend classes daily, arrive timely to class, and prepared mentally for learning.
Attitude: Students exhibit scholarship, leadership, partnership, relationship, citizenship, and sportsmanship.
Achievement: Students submit all assigned tasks and never accept zeroes for any assignment.