

School Improvement Plan

2015-2016

Northeast High

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Superintendent



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School Improvement Plan

PART I CURRENT SCHOOL STATUS

Section A School Information

School Name Northeast High	Principal's First Name Kevin	Principal's Last Name Hendrick
School Advisory Council Chair's First Name Timothy	School Advisory Council Chair's Last Name Rowe	

SCHOOL VISION - What is your school's vision statement?

100% Student Success

SCHOOL MISSION - What is your school's mission statement?

All Northeast students will graduate and be prepared for post secondary choices including college and careers.

SCHOOL ENVIRONMENT

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

Northeast High School staff learn about our students' cultures and build relationships with students in a variety of ways. Teachers conduct in-class activities that seek to investigate students backgrounds, learning styles and motivations for success. School wide activities include an active Student Government Association, Peer Mediators, Principal's Multicultural Advisory Committee and Inter-Club Council that support numerous such activities. Student survey data reveals that students feel like their teachers want them to succeed. In 2015, the school was recognized for outstanding achievement through the Principal's Multicultural Advisory Council.

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

Northeast High School prides itself on a positive school climate that respects and values all students and adults on campus. This environment is promoted by school leadership and faculty. Adults lead by example to model the school character trait of the month every day. Campus supervision is an important part of creating this environment and is paramount to the school behavior plan.

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

We will continue to expand our school-wide Positive Behavior Support (PBS) system with an emphasis on positive reinforcement strategies school-wide. Our goal for this school year is to expand the school-wide celebrations including adding a student of the month. Staff members will use the Four A's: Attendance, Attire, Attitude and Achievement to help motivate students in the classroom. Additionally, Northeast emphasizes the six "ships" of character--scholarship, relationship, leadership, citizenship, partnership and sportsmanship--as a basis for school wide expectations and norms. Training for school personnel occurs in August and continues throughout the school year. Students receive an orientation in assemblies and through individual classrooms.

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

Northeast High School is a full service school that features a full time school social worker, half-time school psychologist and an on campus clinic. The clinic is funded by the Department of Health and provides students with free access to a doctor, nurse, social worker, mental health services and additional supports. Students are made aware of these resources and receive instruction in healthy living

and making good decisions. This includes an anti-bullying presentation, over 100 individual mentors and a number of specialized programs and supports to meet individual needs.

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Timothy	Rowe	Teacher
Cheryl	Hanneman	Teacher
Shelly	Wheat	Teacher
Steven	Hester	Teacher
Cindy	Hearn	Teacher
Sharon	Joe	Support Staff
Kevin	Hendrick	Administration
Amy	Ryan	Parent
Carl	Ozug	Parent
Allison	Marino	Student
Jake	Ryan	Student
Ruth	Gow	Parent
Kaylyn	Gow	Student
Debbie	Jimpie	Parent/PTSA
Amy	Cannon	Parent
Anji	Woodard	Parent
Dorothy	Kilkilley	Parent
Jon	Gotwald	Community

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Based on the minimal data that has been released by the Department of Education to this point (September 1, 2015), Northeast has seen academic improvements in every area--US History, Biology and Algebra EOC's, 10th grade passing rate for FSA and expects an increase in graduation rate.

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

ACT Registrations for all junior and seniors that attend training for the test: \$8700
 Teacher mini-grants for classroom use: \$700

SAC SIP INVOLVEMENT - 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 into the entire document. A special SAC meeting was held in August 2014 to review and make improvements for the initial SIP. The SAC voted unanimously to support the draft on August 19, 2015.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

The SAC will support the activities of the SIP, particularly in the areas of all students graduating on time and with college ready cut scores.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

SAC funds will be spent on promoting literacy, encouraging college and improving graduation rates. The SAC intends on spending funds on ACT registration, tutoring and teacher mini-grants.

STATUTORY COMPLIANCE - Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I CURRENT SCHOOL STATUS

Section C Leadership Team

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Kevin	Last Name Hendrick	Email Address hendrickk@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 8	# of Years at Current School 6
Certifications (if applicable) School Principal (K-12) and Social Science Education (6-12)			

ASSISTANT PRINCIPAL #1

First Name Christina	Last Name Fields	Email Address fieldsc@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 2
Certifications (if applicable) ESE K-12, Educational Leadership All Levels			

ASSISTANT PRINCIPAL #2

First Name James	Last Name Kiblinger	Email Address kiblingerj@pcsb.org	
Highest Academic Degree Other: Education Specialist	Field of Study Educational Leadership	# of Years as an Administrator 13	# of Years at Current School 5
Certifications (if applicable) Counseling and School Principal All Levels			

ASSISTANT PRINCIPAL #3

First Name Carlisa	Last Name Mills	Email Address millsc@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 4	# of Years at Current School 1
Certifications (if applicable) Elementary Education 1-6, Educational Leadership All Levels			

ASSISTANT PRINCIPAL #4

First Name Erin	Last Name Phelps	Email Address phelpse@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 0	# of Years at Current School 0
Certifications (if applicable) Educational Leadership and Health (K-12)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

of instructional employees: 98

% receiving effective rating or higher: 100

% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100

% certified infield, pursuant to Section 1012.2315(2), F.S.: 100

% ESOL endorsed: 15

% reading endorsed: 11

% with advanced degrees: 36

% National Board Certified: 1

% first-year teachers: 1

% with 1-5 years of experience: 16

% with 6-14 years of experience: 42

% with 15 or more years of experience: 41

PARAPROFESSIONALS# of paraprofessionals: 11% Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 100**TEACHER RECRUITMENT AND RETENTION STRATEGIES**

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

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 encourages employees to remain at NEHS
 Using professional learning to promote a work environment that promotes retention

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

Northeast is very proud of the collaborative and collegial atmosphere that exists at the school. District climate surveys consistently show a positive school climate conducive to creating systems that accelerate student achievement. Teachers meet in Content PLC's, engage in embedded professional development through Strategy Walks and Lesson Study and have choice in their professional learning through PLC Choice days. This embedded professional development helps teachers capitalize on the strengths of their colleagues.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

The Lead Mentor is Ruth Pica. 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.

PART I**CURRENT SCHOOL STATUS****Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (RtI)**

PROBLEM-SOLVING PROCESSES - 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.

The school employs several teams to monitor the SIP, implement MTSS systems and promote student achievement.
 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 group and individual student needs
 Child Study Team: small group and individual student needs
 PLC's: teacher support systems, small group and individual student needs

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member

Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Debbie	Fischer	CTE Department Head
Christy	Randolph	ESE Department Head

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Irene	Turner	ELA Department Head
Charlotte	Walker	Math Department Head
Shelly	Wheat	Science Department Head
Bill	Amuso	Social Studies Co-Department Head
Sommer	Menne	AVID Site Coordinator
Cynthia	Hearn	Technology and Data
Tristan	Van Voorhis	Science Instructional Coach
Fawnia	Schultz	Science Instructional Coach
Britt	Moseley	Literacy Instructional Coach
Jennifer	Hughes	School Social Worker
Paul	Chorney	Guidance Department Head
Julianna	Stolz	School Psychologist
Christina	Fields	Assistant Principal
Erin	Phelps	Assistant Principal
James	Kiblinger	Assistant Principal
Carlisa	Mills	Assistant Principal
Darija	Nikolic	Electives Department Head
Jessica	Kreger	Social Studies Co-Department Chair

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

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.

DATA SOURCES AND MANAGEMENT SYSTEMS - 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).

Baseline and progress monitoring data sources are embedded within each goal below.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

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. Individual school teams make separate reports to the SBLT. Individual student plans are established through PLC's and the Child Study Team.

PART I**CURRENT SCHOOL STATUS****Section F****Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Northeast High School teachers are instructed to follow the district's curriculum guides and/or state curriculum frameworks depending on the specific course. Teachers must then create and submit weekly lesson plans aligned to these standards. Administrators provide support and oversight, ensuring that lessons are aligned to the standards. In addition, the school has employed a school specific walkthrough tool to help measure the success of SIP.

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

Northeast High School teachers are instructed to follow the district's curriculum guides and/or state curriculum frameworks depending on the specific course. Teachers must then create and submit weekly lesson plans aligned to these standards. Administrators provide support and oversight, ensuring that lessons are aligned to the standards. In addition, the school has employed a school specific walkthrough tool to help measure the success of SIP.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Increase the use of WICOR strategies school-wide with an emphasis on focused note taking. School-wide walk-through data will increase by 5% in each targeted strategy school-wide.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

The AVID Writing, Inquiry, Collaboration, Organization and Reading strategies provide proven methods of instruction to increase student achievement and engagement.

Provide a description of the strategy below.

There an abundance of WICOR strategies. Specific strategies are outlined within each goal area.

How is data collected and analyzed to determine the effectiveness of this strategy?

Using the school designed classroom walkthrough form

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Principal, Literacy Leadership Team, AVID Site Team

INSTRUCTIONAL STRATEGY #2

Strategy Type

Begin implementing personalized learning through the use of Learning Goals and Scales and school-wide engagement strategies.

Learning Goals and Scales will be observed in a minimum of 25% of school-wide walkthroughs.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

The purpose of using Learning Goals and Scales is to have students track their own learning relative to the Florida Standard they are trying to achieve.

Provide a description of the strategy below.

Teachers provide a scale so that students understand the learning goal and the levels of performance in relation to the scale. Students will know where their level of performance is in relation to the scale and can describe their progress.

How is data collected and analyzed to determine the effectiveness of this strategy?

Using the school designed classroom walkthrough form

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Administrative Team
Literacy Leadership Team
PLC Leaders

INSTRUCTIONAL STRATEGY #3

Strategy Type

Each PLC will demonstrate increased use of student data through formative assessments and PLC minutes resulting in a 5% increase in each content area assessment (FSA and EOC).

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

Using data to plan instruction and interventions helps to target specific student needs and improve overall student achievement.

Provide a description of the strategy below.

Each PLC will use formative student data, specifically focused for their instructional needs, to plan instruction for student achievement. PLC's will use Performance Matters assessments, Write Score or other common assessments to promote students growth.

How is data collected and analyzed to determine the effectiveness of this strategy?

PLC minutes will reflect increased use of data that will result in a 5% increase in each formative assessment and summative data points.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

PLC Leaders
Administrative Team

INSTRUCTIONAL STRATEGY #4

Strategy Type

Continue to close achievement gaps between black and non-black students in all academic and behavioral areas, resulting in no gap in

the graduation rate.

Minutes added to the school year: 0

What is/are the strategy's purpose(s) and rationale(s)?

This strategy is designed to eliminate achievement gaps and behavioral gaps between black and non-black students.

Provide a description of the strategy below.

Targeted interventions will be used where gaps exist. There is a separate section that addresses all strategies.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected both formatively and summatively to determine effectiveness.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Principal
Teachers
Assistant Principals

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Northeast hosts an annual New Student Orientation before school begins each year. This orientation is very well attended and provides clear support for all new families. In addition to the required Back to School Night that assists with transition, Northeast also hosts College and Career Ready Parent Nights. These evenings are designed to provide parents and students with information for their specific grade on college and career readiness. Attending families are provided with a current academic transcript and information on their child's specific readiness. Finally, seniors are provided a number of additional special events including an on campus Financial Aid Night and multiple during school assemblies to assist with transitions.

COLLEGE AND CAREER READINESS

Describe the strategies the school uses to support college and career awareness

The school has an active AVID Site Tem that regularly conducts college and career awareness activities on campus. Included are lunch time games, an extensive College Week and updated bulletin boards with relevant information.

Guidance counselors meet with students in individual, small group and large group settings to provide service for academic and social needs, promoting college and career awareness. Academic advisement leading into career choice awareness, exploration and planning occurs each year. 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.

Describe how the school integrates vocational and technical education programs.

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. An additional college and career path in Automation and Production Technology is being added for students in 2015-16.

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

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.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Charlotte	Walker	Math Teacher	walkerch@pcsb.org
Steven	Hester	Social Studies Teacher	hesters@pcsb.org
John	Burness	Social Studies Teacher	burnessj@pcsb.org
Sommer	Menne	AVID Co-Site Coordinator	mennes@pcsb.org
Kym	Solitaire	Reading Teacher	solitairet@pcsb.org
Roseann	Izzo	Reading Teacher	izzor@pcsb.org
Kevin	Hendrick	Principal	hendrickk@pcsb.org
Carlisa	Mills	Assistant Principal	millsc@pcsb.org
William	Beale	Social Studies Teacher	bealew@pcsb.org
Tena	Fajardo	English Teacher	fajardot@pcsb.org
Robert	Wilson	Social Studies Teacher	wilsonro@pcsb.org
Jayme	Klapperich	Science Teacher	klapperichj@pcsb.org
Holly	Hilton	English Teacher	hiltonh@pcsb.org
Britt	Moseley	Literacy Coach	Moseleyb@pcsb.org
Elizabeth	Taylor	AVID Co-Site Coordinator	taylorel@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

Every teacher is expected to contribute to reading growth. This is monitored through lesson plans, school walkthroughs, district support, school based professional development and the teacher appraisal. Support is provided through coaching, professional development and encouraging creativity in support of the Florida Standards.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

The major initiatives of the Literacy and AVID Site Teams are:

1. Implementing Cornell focused note taking schoolwide
2. Conducting three Strategy Walk professional developments
3. Contributing to school wide professional development on PD Choice days
4. Particular focus on Florida Standards

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section A****Area 1: English Language Arts (Reading)**

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. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process
FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**Area 1: English Language Arts (Reading)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20		

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 1: English Language Arts (Reading)**

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10.2	33	

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15.8	42	

LEARNING GAINS**Area 1: English Language Arts (Reading)**

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Area 1: English Language Arts (Reading)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
44		

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
60		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
36		

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Area 1: English Language Arts (Reading)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	51	NA	67
Black/African American	17	NA	51
Hispanic	34	NA	68
Asian	38	NA	57
American Indian	--	NA	--
English Language Learners (ELLs)	12	NA	47
Students with Disabilities (SWDs)	17	NA	47
Economically Disadvantaged	29	NA	60

POSTSECONDARY READINESS

Four-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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
83	75	82

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

Area 1: English Language Arts (Reading)

What is your school's reading goal? Provide a description of the goal below.

Northeast High School will:

1. ensure each student makes a 50 point gain or is at or above grade level in Lexile score at the end of the first semester.
2. ensure every student monitors their quarterly progress of the ELA standards through the use of learning goals and scales.
3. increase the schools ELA proficiency rate so that it exceeds the district average

Provide possible data sources to measure your reading goal.

1. Lexile scores using Scholastic Reading Inventory

- 2. Students scales
- 3. ELA FSA proficiency

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers will receive relevant, ongoing professional development	Professional development will occur on the Florida Standards, use of SRI data and WICOR strategies
Action 2	Plan to Implement Action 2
ELA teachers will administer the SRI test to all students in grades 9-12.	1. Establish an SRI testing schedule 2. Establish baseline scores in August and learning gains scores in December
Action 3	Plan to Implement Action 3
Teachers will meet in content-like PLC's to disaggregate student data, plan lessons around the Florida Standards and improve their practice.	1. Schedule for Content PLC's will be published 2. PLC Leaders will work with colleagues and administrators to develop agenda and processes
Action 4	Plan to Implement Action 4

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section B****Area 2: English Language Arts (Writing)****FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)**

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
51		

FLORIDA ALTERNATE ASSESSMENT (FAA)**Area 2: English Language Arts (Writing)**

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19	39	

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL**Area 2: English Language Arts (Writing)**

What is your school's writing goal? Provide a description of the goal below.

1. Northeast teachers will provide on demand research and writing opportunities (claims and evidence) at least twice each week.
2. World History teachers will use a full, common DBQ each quarter, including all writing components
3. Teachers will have access and use of turnitin.com
4. Each semester each content area will determine a common piece of complex text with an essential question that utilizes textual evidence

Provide possible data sources to measure your writing goal.

Lesson plans, classroom walkthrough data, student binders and Assignment Trackers.

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Administer pretest and post-test from HMH textbook series	Using pre and post tests, teachers will use data within PLC's to assess writing improvement of students
Action 2	Plan to Implement Action 2
Work with World History teachers to develop and implement a common instructional language for writing	Core Connections trainings and combined PLC's
Action 3	Plan to Implement Action 3
Prevent and correct plagiarism	All ELA teachers will use turnitin.com
Action 4	Plan to Implement Action 4
Literacy coach will meet with each department prior to implementing the common complex text each semester.	1. Pre and post debriefs will take place with each PLC regarding complex text 2. Where appropriate, the complex text will form the basis of the Lesson Study cycle for the PLC.

PART II

EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section C

Area 3: Mathematics

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37	51	

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	33	

LEARNING GAINS

Area 3: Mathematics

Students Making Learning Gains (EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56		

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Area 3: Mathematics

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	58	--	54
Black/African American	31	--	49

Area 3: Mathematics	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Hispanic	36	--	50
Asian	57	--	71
American Indian	--	--	--
English Language Learners (ELLs)	56	--	67
Students with Disabilities (SWDs)	24	--	55
Economically Disadvantaged	40	--	49

POSTSECONDARY READINESS

Four-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.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
59	53	59

ALGEBRA 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
2		

GEOMETRY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
11		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

Northeast High School will:

1. ensure each student make at least one year's worth of growth using the state EOC assessments in Algebra, Geometry and Algebra II
2. ensure each student passes the Algebra exit assessment by their senior year (including PERT as a concordant test)
3. increase the schools math proficiency rates so that they exceed the district average in each subject (Algebra, Geometry, Algebra II, MCR/PERT, AP courses where offered)

Provide possible data sources to measure your mathematics goal.

EOC, PERT and AP proficiency rates
 EOC learning gains
 Performance Matters Assessments

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Support students with setting personalized learning goals through the use of Learning Goals and Scales	<ol style="list-style-type: none"> 1. Post subject specific learning goals in the classroom 2. Meet individually with students for intervention as needed 3. Chart student progress using classroom data charts
Action 2	Plan to Implement Action 2
Increase the use of WICOR strategies to enhance student achievement.	<ol style="list-style-type: none"> 1. Regularly employ formative assessment strategies such as focused note taking, white boards and exit slips. 2. Student groups are purposeful and varied based on instructional needs using data from the Carnegie model.
Action 3	Plan to Implement Action 3
Math teachers will collaborate to enhance student achievement.	Teachers will meet in subject PLC's to review data, response to student tasks and plan lessons.
Action 4	Plan to Implement Action 4

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D

Area 4: Science

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
64	50	

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27	20	

BIOLOGY 1 END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37	51	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
20	25	

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

Area 4: Science

What is your school's science goal? Provide a description of the goal below.

Northeast High School will:

1. increase the proficiency rate on the Biology EOC to 79%
2. ensure Biology EOC scores exceeds the district (66% in 2015) and state (65% in 2015) averages in 2016

Provide possible data sources to measure your science goal.

Biology EOC formative and summative results and AP scores

--

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Students will use multiple complex text resources to explain, defend and argue scientific phenomena.	Professional Development based around: 1. Text marking strategies 2. Students model their thinking 3. Teachers use variety of WICOR strategies weekly
Action 2	Plan to Implement Action 2
Incorporate AVID and literacy strategies to prepare for formative and summative assessments.	Use Biology PLC to share strategies, assessments and student results.
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section E	Area 5: Science, Technology, and Mathematics (STEM)

Number of STEM-related Experiences Provided for Students
(i.e., robotics competitions, field trips, science fairs)

2014-15 Status (#)	2015-16 Target (#)
20	25

Participation in STEM-related Experiences Provided for Students

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
15	22	30

Students Enrolling in One or More Accelerated STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
4	8	15

Completion Rate for Students Enrolled in Accelerated
STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
100	100

Students Taking One or More Advanced Placement Exams
for STEM-related Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
5	7	8

Passing Rate for Students Who Take Advanced Placement
Exams for STEM-related Courses

2014-15 Status (%)	2015-16 Target (%)
24	35

CTE-STEM Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
9.3	11.8	14

Students Taking CTE-STEM Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10	12	20

Passing Rate for Students Who Take CTE-STEM Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
79	85

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL **Area 5: Science, Technology, and Mathematics (STEM)**

What is your school's STEM goal? Provide a description of the goal below.

Implement new Automation and Production technology CTE strand in 2015-16.

Provide possible data sources to measure your STEM goal.

Number of students enrolled.

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
The school will implement a new Automation and Production technology program in 2015-2016, giving more students the opportunity to experience an integrated STEM curriculum.	1. Acquire and install the A&P curriculum and materials 2. Hire a new teacher and ensure proper training on all curricula 3. Facilitate student enrollment into the program 4. Investigate possibility of program expansion and academy status in 2016-17.
Action 2	Plan to Implement Action 2
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section F **Area 6: Career and Technical Education (CTE)**

Students Enrolling in One or More CTE Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
47	52	65

Students Who Have Completed One or More CTE Courses Who Enroll in One or More Accelerated Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
19	24	30

Completion Rate for CTE Students Enrolled in Accelerated Courses

2014-15 Status (%)	2015-16 Target (%)
98	100

Students Taking CTE Industry Certification Exams

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
18	23	35

Passing Rate for Students Who Take CTE Industry Certification Exams

2014-15 Status (%)	2015-16 Target (%)
78	85

CTE Program Concentrators

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
42.3	54.7	60

CTE Teachers Holding Appropriate Industry Certifications

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80	80	100

If you have a goal to support your CTE targets, provide the following information for that goal.

CTE GOAL

Area 6: Career and Technical Education (CTE)

What is your school's CTE goal? Provide a description of the goal below.

1. Increase the number of industry certifications earned from 143 to over 175.
2. Increase instructional rigor so that CTE strategy use exceeds school averages

Provide possible data sources to measure your CTE goal.

Industry certification data
Classroom walkthrough data

How will your school accomplish this CTE goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Monitor industry certification pass rate and attempts each grading period	Implementation will occur through PLC's
Action 2	Plan to Implement Action 2
Demonstrate implementation of WICOR strategies to meet or exceed school-wide data each semester.	Incorporate WICOR strategies into lesson plans. Look for ways to intentionally create content integration
Action 3	Plan to Implement Action 3
Action 4	Plan to Implement Action 4

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section G****Area 7: Social Studies****CIVICS END-OF-COURSE ASSESSMENT (EOC)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

U.S. HISTORY END-OF-COURSE ASSESSMENT (EOC)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28	24	

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35	39	

If you have a goal to support your social studies targets, provide the following information for that goal.

SOCIAL STUDIES GOAL**Area 7: Social Studies**

What is your school's social studies goal? Provide a description of the goal below.

Northeast High School will:

1. Increase instructional rigor across the social studies curriculum with the use of the Florida Standards, technology and AVID classroom strategies.
2. Increase the proficiency rate on the US History EOC to exceed the district (67% in 2015) and state (67% in 2015) averages in 2016.
3. Increase the proficiency rates to surpass last year's AP scores in Human Geography, Psychology, European History, World History, U.S. History, Macro-Economics, and American Government.

Provide possible data sources to measure your social studies goal.

Data will be provided from Performance Matters cycle assessments, U.S. History EOC, and the seven AP social studies exams.

How will your school accomplish this social studies goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
All 9th and 10th grade students will take World History	1. Common Document Based Question each 9 weeks. 2. Teachers will work with ELA teachers on writing standards within the DBQ.
Action 2	Plan to Implement Action 2

Improve writing and reading scores	<ol style="list-style-type: none"> 1. Fully implement Cornell Notes in all classes World History teachers will attend Core Connections trainings 3. Implement WICOR strategies 4. Participate in PLC's with fidelity 5. Use Matt Blum (Social Studies Specialist) and Chris Lewis (Core Connections trainer) as resources
Action 3	Plan to Implement Action 3
Improve AP pass rates (3+)	<ol style="list-style-type: none"> 1. AP score will count as final exam grade for semester 2 2. Communicate expectations to student in syllabus at beginning of year.
Action 4	Plan to Implement Action 4
Focus on building authentic relationships and self confidence	<ol style="list-style-type: none"> 1. Increase availability for tutoring after school 2. Use current events, DBQ's and specific essay preparation to assist struggling students.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	4	9.8	5
Grade 10	4	9.5	5
Grade 11	4	5.8	3
Grade 12	4	5.8	3

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	23	24.7	15
Grade 10	37	27.1	15
Grade 11	30	30.9	15
Grade 12	33	34.9	15

SUSPENSIONS	Area 8: Early Warning Systems
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Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	40	38.2	25
Grade 10	46	42.4	25
Grade 11	37	36.2	25
Grade 12	27	33.3	25

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	16	12	9
Grade 10	17	15	10
Grade 11	10	8	6
Grade 12	4	4	3

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	14	30.6	10
Grade 10	14	32.1	10
Grade 11	10	25.2	10
Grade 12	2	23.9	10

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	5	8.8	4
Grade 10	4	9.5	3
Grade 11	1	5.8	2
Grade 12	0	2.9	2

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	6	9.2	3
Grade 10	5	8.8	3
Grade 11	5	6.5	3
Grade 12	1	7.2	3

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	1	0.4	1
Grade 10	2	0.0	1
Grade 11	1	0.0	1
Grade 12	0	0.2	1

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	1	0.2	0
Grade 10	2	0.2	0
Grade 11	2	0.2	0
Grade 12	1	0.0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0

RETENTIONS**Area 8: Early Warning Systems**

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	6	2.1	1
Grade 10	9	1.8	1
Grade 11	7	1.7	1
Grade 12	0	1.4	1

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	23	NA	5
Grade 10	27	NA	5
Grade 11	31	NA	5
Grade 12	21	NA	5

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	22	19.0	10
Grade 10	25	19.0	10
Grade 11	16	15.8	10

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 12	9	18.1	10

Students in 9th Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
17	16	10

MULTIPLE EARLY WARNING INDICATORS**Area 8: Early Warning Systems**

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 9	22	33.8	10
Grade 10	25	39.1	10
Grade 11	16	36.7	10
Grade 12	9	34.7	10

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Intervention strategies for students exhibiting two or more early warning signs (strategies are chosen based on specific need):

1. Child Study Team/MTSS referral
2. Saturday School Tutoring placement
3. Assignment of mentor or counseling (group or individual)
4. Individual or small group pull out tutoring
5. Back on Track program for 10th grade students
6. Credit recovery program
7. Summer Bridge program

DROPOUT PREVENTION**Area 8: Early Warning Systems**

The following data shall be considered, 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/>.

Students Dropping Out of School, as Defined in s.103.01(9), F.S.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
1.2	0.9	0.5

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
82	85	88

Academically At-Risk Students Graduating in Four Years, as Defined in Rule 6A-1.09981, F.A.C.

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
61	74	75

Students Graduating in Four Years, Using Criteria for the Federal Uniform Graduation Rate Defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
82	85	88

Students Graduating in Five Years, Using Criteria Defined at 34 C.F.R. § 200.19(b)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
82	87	90

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section I Area 9: Black Student Achievement

Describe and identify goals, targets, and actions for Black student achievement.

Add Target Delete Target

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Conduct specialized tutoring for black students in reading, writing, Algebra and Geometry. This will occur through ELP and pullouts (as part of ELP budget and plan)	25	38	50
Emphasize relationships over content to motivate students to succeed including the use of individual mentors. Mentor program will be expanded for 9th to include every black student. Use the three M's as part of instruction--mouth, music and movement.	100	100	100
Counselors will conduct college and career and data chats with all black students once per semester.	0	0	100

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section J Area 10: Family and Community Involvement

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. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - 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 who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

The SAC and PTSA monthly meetings are available to all parents. The SAC has a strong regular membership of over 20 participants that represent the school community. Regular parent meetings are scheduled within our career academy and parent involvement opportunities are given through periodic parent meetings which focus specifically on the academic expectations, including College and Career Ready Parent Nights, a financial aid night and a night dedicated to advanced coursework. Parents are invited in and supported during parent conferences and available resources are provided to parents as needed. Finally, parent input is valued and solicited when making school based decisions through surveys, phone calls, emails and in person visits.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Positive relationships are fostered daily because of our school wide philosophy and belief that students and families are our first priority. Therefore an atmosphere of genuine care permeates our campus. Parents are greeted with smiles and treated with respect. Every effort to cordially meet the needs of our families are first and foremost important. Missed phone calls and emails are responded to promptly, helpful resources are communicated and made available to our families through the front office, flyers home, an updated website and phone calls home. Our school website is made user friendly and provides a wealth of information to keep our families informed. Finally, parents are always welcomed to visit our campus and treated as an integral part of our NEHI community.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

NEHS invests time in partnering with local businesses and organizations within the community by inviting them into our school setting as support for various parent and student events offered. We provide assistance to our parents by making them aware of resources available within the community. In turn we support their efforts by patronizing businesses within the local area. Academic field trips and internship opportunities are scheduled to make students aware of the community resources and organizations.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section K Area 11: Additional Targets

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target
Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

PART III PROFESSIONAL DEVELOPMENT

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.

Add PD
Delete PD

Professional Development Identified	Content Professional Learning Communities
Related Goal(s)	Instructional Strategy #3--PLC's
Topic, Focus, and Content	Content based professional learning communities
Facilitator or Leader	Teacher leaders
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Content teachers (all)
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Four times per quarter
Strategies for Follow-Up and Monitoring	PLC minutes, classroom walkthroughs
Person Responsible for Monitoring	Administrators and Department Heads

Professional Development Identified	WICOR Strategies
Related Goal(s)	Instructional Strategy #1
Topic, Focus, and Content	Writing, Inquiry, Collaboration, Organization, Reading
Facilitator or Leader	AVID and Literacy Teams, Instructional Coaches, Administrators
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	All teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Three strategy walk dates, 14 Content PLC's, two Choice PLC's, preschool and PD days
Strategies for Follow-Up and Monitoring	Classroom walkthroughs, Deliberate Practice discussions, formal observations, PLC exit tickets
Person Responsible for Monitoring	Administrators, teachers, PLC's, Literacy and AVID Teams
Professional Development Identified	Learning Goals and Scales through Personalized Learning
Related Goal(s)	Instructional Strategy #2
Topic, Focus, and Content	Learning Goals and Scales
Facilitator or Leader	Learning Sciences and administrators
Participants <i>(e.g., Professional Learning Community, grade level, school wide)</i>	Teachers
Target Dates or Schedule <i>(e.g., professional development day, once a month)</i>	Summer 2015 and ongoing in school year
Strategies for Follow-Up and Monitoring	Classroom walkthroughs and PLCs
Person Responsible for Monitoring	Administrators, teachers

PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - 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 IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

Northeast works to use all available resources to meet the needs of our students. From our on campus health clinic funded by the Department of Health and the Juvenile Welfare Board to IDEA and ESE resources, we are fortunate to have a number of federal, state and local agencies support the school. Every effort is made to have these resources enhance and supplement the total well being of our students, while trying not to duplicate effort, but, rather, create efficiency of use.

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

The Administrative Team has weekly administrative meetings and minutes are kept to address all school needs. This meeting is led by

the Principal. Every summer, the team meets at length to coordinate long term planning. Meetings during the year are implementation meetings designed to carry out the plans. Other stakeholder groups--the SBLT, SAC, Literacy and AVID Teams--also contribute to these long term plans.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	ACT Registrations
Related Goal(s)	Graduation rate, postsecondary readiness
Actions/Plans	All juniors and seniors will take the test
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Test results
Description of Resources	College readiness test
Funding Source	District and SAC funds
Amount Needed	\$6,000.00
Budget Item Description	Personalized Learning
Related Goal(s)	Instructional Strategy #2
Actions/Plans	Professional development, curriculum writing
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	Research based
Description of Resources	Teachers will attend Personalized learning and AVID professional development and write curriculum for Personal, Career and School Development course
Funding Source	Grant
Amount Needed	\$150,000.00

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 goal created in Part II.

Add Goal
Delete Goal

Goal Area	
Has the goal been achieved?	
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	

If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. 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.	

8-Step Planning and Problem-Solving Process

