

Pinellas County Schools

Northeast High School



2019-20 School 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: 6/18/2019

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	52%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: B 2015-16: C 2014-15: B 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
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

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

Name	Title
Hernandez, Michael	Principal
Principal	
Mills, Carlisa	Assistant Principal
Assistant Principal	
Allison, Walter	Assistant Principal
Assistant Principal	
Mullaney, Stacy	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

The number of students by 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	437	405	425	367	1634
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	104	83	85	89	361
One or more suspensions	0	0	0	0	0	0	0	0	0	44	36	19	18	117
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	93	46	44	4	187
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	157	130	105	53	445

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	81	95	67	38	281

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	0	0	16	3	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	0	0	4	6

FTE units allocated to school (total number of teacher units)

75

Date this data was collected or last updated

Thursday 7/11/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	152	136	171	150	609
One or more suspensions	0	0	0	0	0	0	0	0	0	52	25	30	22	129
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	92	46	42	9	189
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	99	61	6	305

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	103	58	45	23	229

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	56%	56%	50%	56%	56%
ELA Learning Gains	56%	51%	51%	52%	53%	53%
ELA Lowest 25th Percentile	50%	43%	42%	47%	44%	44%
Math Achievement	43%	45%	51%	45%	46%	51%
Math Learning Gains	53%	44%	48%	46%	48%	48%
Math Lowest 25th Percentile	56%	41%	45%	36%	42%	45%
Science Achievement	73%	64%	68%	77%	66%	67%
Social Studies Achievement	69%	71%	73%	70%	72%	71%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	437 (0)	405 (0)	425 (0)	367 (0)	1634 (0)
Attendance below 90 percent	104 ()	83 ()	85 ()	89 ()	361 (0)
One or more suspensions	44 (0)	36 (0)	19 (0)	18 (0)	117 (0)
Course failure in ELA or Math	93 (0)	46 (0)	44 (0)	4 (0)	187 (0)
Level 1 on statewide assessment	157 (0)	130 (0)	105 (0)	53 (0)	445 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	50%	54%	-4%	55%	-5%
	2018	52%	53%	-1%	53%	-1%
Same Grade Comparison		-2%				
Cohort Comparison						
10	2019	52%	53%	-1%	53%	-1%
	2018	46%	54%	-8%	53%	-7%
Same Grade Comparison		6%				
Cohort Comparison		0%				

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
2019	75%	62%	13%	67%	8%
2018	77%	63%	14%	65%	12%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	73%	70%	3%	70%	3%
2018	69%	70%	-1%	68%	1%
Compare		4%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	55%	-26%	61%	-32%
2018	33%	57%	-24%	62%	-29%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	56%	-3%	57%	-4%
2018	56%	56%	0%	56%	0%
Compare		-3%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
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

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 2016-17	C & C Accel 2016-17
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

2018 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 2015-16	C & C Accel 2015-16
SWD	24	40	33	30	31	15	46	46		88	25
ELL	20	45	50	35	45		48	60		91	67
ASN	63	62		50	47		71	82		96	65
BLK	25	48	49	19	29	22	51	61		85	47
HSP	31	45	41	42	37	30	67	60		93	46
MUL	56	42		64	55		89	88		100	50
WHT	61	55	49	51	52	47	84	74		91	54
FRL	41	50	46	37	43	31	70	67		88	48

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	59
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	46
Total Points Earned for the Federal Index	647
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	50

English Language Learners	
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	71
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	56
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	68
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	64
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Our math achievement data shows the lowest performance with a proficiency rate of 43%. Contributing factors include the levels of proficiency of students when entering high school. Our students 8th grade math proficiency entering Algebra in 2018-2019 was 11% and in 2017-2018 8th grade math students entered with a 24% proficiency. Algebra made and 18% proficiency gain from 8th grade math to Algebra this year compared to a 6% proficiency gain from 8th grade math to Algebra the year before. As students cycle through Algebra to Geometry the overall proficiency scores tend to reflect how students entered high school. We had a group of kids entering at a higher math proficiency level in 2017-2018; thus, the proficiency was rate for 2017-2018 was slightly higher at 45%. Our overall learning gains increased by 7% overall in math and by 20% for our lowest 25% students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Science showed the greatest decline dropping from 77% proficiency to 73% proficiency totaling a 4% decrease. We had a larger amount of student taking science who are struggling readers indicated by their ELA FSA scores. This is a major factor contributing to the slight decrease. Science exceeded our district average by 13%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Our 9th grade FSA ELA proficiency data had the largest gap compared to the state average. Our 9th graders had a 50% proficiency compared to the state average of 55%. Totalling a 5% decrease in comparison with the state. Our 8th graders entering high school had a 40% proficiency rate for FSA ELA achievement. Our proficiency data increased by 10% from 8th grade to 9th grade. Major factors include the reading and writing skills deficiencies of students entering high school. Our students did make significant progress as determined by learning gains. Both overall learning gains and learning gains of the lower 25% increased respectively by 4% and 3%.

Which data component showed the most improvement? What new actions did your school take in this area?

Learning gains of the lowest 25% in mathematics showed the most improvement. Our school increased the lower 25% proficiency by 20%. Our school integrated a

comprehensive tutoring program, our school integrated a math plan to help students deconstruct math problems and interpret the meaning of problems, and our school revamped the way that we tested students by ensuring teachers had active roles in supervision of students during testing.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

An area of concern is our attendance. We have 361 students whose attendance was below 90%. This is an area that we can improve upon. Students can not be successful if they are not at school.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Increase the overall attendance rates for students.
2. Increase our College and Career Acceleration rate.
3. Increase Math proficiency for Algebra, Geometry, and combined score.
4. Increase ELA proficiency for 9th, 10th, and combined score.
5. Increase proficiency in both Social Studies and Science.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Our current level of performance is 52% , as evidenced in the FSA . The problem/gap is occurring because students are entering high school below proficiency levels. If learning gaps are addressed, the problem will be reduced by 3%.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 52% to 55%, as measured by the FSA
Person responsible for monitoring outcome	Erin Phelps (phelpse@pcsb.org)
Evidence-based Strategy	Reading for TREES and Writing for TREES with an emphasis on student accountable talk to specifically target authentic writing (elaboration), AVID (WICOR, CRT, and Collaborative Study Groups)
Rationale for Evidence-based Strategy	Creates a common cross-curricular language that students can take from classroom to test day. It provides a solid approach for students to use for assessments.
Action Step	
Description	<ol style="list-style-type: none"> 1. WHAT : Analyze data trends using FSA data and Write Score Data to amend current TREES strategies. Conduct PD in November and January to review cross-curricular expectations. Implement school-wide strategy and assess student evidence for progress (January – April). Additionally, every student will maintain an interactive writing folder that will include the “Transitions Toolbox”, TREES Template, and Elaboration “Sentence Starter” 2. WHO is leading this step: ELA Teachers and Administration 3. WHEN it is occurring – All year. See above for a specific timeline with the addition of a Sept. ELA/AP meeting to review individual student rosters to ID L25, student LG potential, and initial Write Score Data. 4. 5.
Person Responsible	Erin Phelps (phelpse@pcsb.org)

#2	
Title	Math
Rationale	Our current level of performance is 43% proficiency in mathematics , as evidenced in state achievement data for mathematics. The problem/gap is occurring because students entering high school with low proficiency in mathematics. If learning gaps are identified and addressed, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of all math students achieving Math proficiency will increase from 43% to 53%, as measured by the FSA.
Person responsible for monitoring outcome	Michael Hernandez (hernandezmic@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> • Math will integrate reading and writing strategies to help students deconstruct math prompts. • Focused Notes will be used daily to help students record pertinent information and interact with new material. • Collaborative Study groups will empower students to lead learning and gain deeper understanding of material. • Culturally Relevant Teaching strategies will be used to provide multiple opportunities to engage students.
Rationale for Evidence-based Strategy	We use AVID’s College and Career Readiness System to help our students learn and grow. AVID WICOR and CRT strategies are researched based practices to help all students succeed.
Action Step	
Description	<ol style="list-style-type: none"> 1. WHAT: We have professional development for all teachers to keep their skills current in AVID practices. 2. WHO: Math Department Chair, Math Teachers, and Administration 3. WHEN: Ongoing throughout the year with weekly PLC's and Leadership meetings. 4. 5.
Person Responsible	Michael Hernandez (hernandezmic@pcsb.org)

#3	
Title	Science
Rationale	Our current level of performance is 73% as measured by the state end of course Biology assessment. The problem/gap is occurring because students are entering high school below proficiency levels in ELA and Science. If learning gains are addressed, then the problem will be reduced by 5%.
State the measureable outcome the school plans to achieve	The percent of all students achieving Biology proficiency will increase from 73% to 78%, as measured by the Biology EOC.
Person responsible for monitoring outcome	Carlisa Mills (millsc@pcsb.org)
Evidence-based Strategy	TREES (Cross-curricular connections); Station Rotations, AVID (WICOR, CRT, and Collaborative Study Groups)
Rationale for Evidence-based Strategy	-Trees provides a common cross-curricular language that students can take from classroom to test day. Additionally, TREES ensures students are exposed to extended reading passages that build endurance and exposure to rigorous content. - Station rotations provide opportunities for the teaching/mastery check of new standards and allows for the review and re-teaching of deficient standards to occur.
Action Step	
Description	1. WHAT - Teacher/AP meeting to review baseline data and overall roster projections. Review of overall data and reflection of previous year EOC results (August). Team instructional plan for standards mastery/review of deficient standards. Participation in schoolwide reading/writing initiative (January - April). 2. WHO- Biology and Environmental Science Teachers, Science Chair, Administration 3. WHEN- Bi-weekly, beginning in August 4. 5.
Person Responsible	Carlisa Mills (millsc@pcsb.org)

#4	
Title	Social Studies
Rationale	Our current level of performance is 69% as evidenced in 2018-2019 US History End of Course Exam. The problem/gap is occurring because low student attendance and low proficiency in ELA. If improved, student attendance and proficiency in ELA the problem would be reduced by increased consistency with curriculum coverage and student learning gains would increase by at least 5%.
State the measureable outcome the school plans to achieve	The percent of all students meeting proficiency will increase from 69% to 74% as measured by the results from the 2019-2020 U.S. History End-of-Course Exam.
Person responsible for monitoring outcome	Stacy Mullaney (mullaney@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> • Parent contact (documentation in Portal)/Communication with students and families. • Monitor student attendance for skipping, tardies, TDEs, illnesses. • Implementing AVID WICOR, CRT, and Collaborative Study Groups • Implementing Reading and Writing strategies (TREES)
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> • Communication with families will lead to an increase in student attendance. • Implementation of AVID WICOR strategies will encourage students to be more engaged in US History.
Action Step	
Description	<ol style="list-style-type: none"> 1. What: Monitor student attendance, Cross curricular PLC's 2. Who: Social Studies Teachers, Department Chair, Administrator 3. When: Ongoing PLC's and attendance monitoring 4. 5.
Person Responsible	Stacy Mullaney (mullaney@pcsb.org)

#5	
Title	College and Career Readiness
Rationale	Our current level of performance is 57% as evidenced in 2018 School Grade Data. The problem/gap is occurring because students who fall below a 2.5 are not obtaining industry certifications. If all students could earn an industry certification, a dual enrollment credit, or pass an AP exam the problem would be reduced by 18%.
State the measureable outcome the school plans to achieve	The number of all students successfully completing their CCR goal will increase from 57% to 75%, as measured by the current 2018-19 CCR results.
Person responsible for monitoring outcome	Stacy Mullaney (mullaney@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> • Implement a program to educate faculty, staff, students and parents about the value of industry certifications, dual enrollment and AP courses so that all stakeholders understand the importance/value of college/career readiness. • Strategic scheduling that allows all students multiple opportunities to obtain an Industry Certification, Dual Enrollment Credit, and or passing AP score.
Rationale for Evidence-based Strategy	<ul style="list-style-type: none"> • Career and College Readiness: • To increase the students' resume by earning industry certification(s). • To increase the number of students who earn college credit by taking a dual enrollment or AP class.
Action Step	
Description	<ol style="list-style-type: none"> 1. What: Educate all stakeholders on the value of Industry Certifications, Dual Enrollment, and Advanced Placement. Extended learning opportunities, AVID Strategies, and practice examinations will be implemented to increase the success potential of students in Industry Certification courses, Dual Enrollment courses, and Advanced Placement courses. 2. Who: All teachers, All Counselors, All Administrators 3. When: Ongoing from the first day of school 4. 5.
Person Responsible	Stacy Mullaney (mullaney@pcsb.org)

#6	
Title	Conditions for Learning
Rationale	Currently 31.5% of students received and office disciplinary referral (ODR). The problem is occurring with high numbers of referrals indicating student skipping and student class disruption/defiance. If systems are put in place to keep students actively engaged in the school community, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percentage of student receiving ODR's will decrease from 31.5% to 21.5%, as measured by School Profiles data.
Person responsible for monitoring outcome	Carlisa Mills (millsc@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> -Restorative Practices: Strengthen the ability of all staff to establish and maintain positive relationships with all students. -Culturally Relevant Teaching: Support the implementation of engagement strategies that support the development of instructional teaching practices aligned to culturally relevant teaching practices (3M's: Music, Mouth, Movement) -Social Emotional Learning: Supports provided to meet the needs of each learner through relationships and personalized learning.
Rationale for Evidence-based Strategy	Culturally Relevant Teaching practices and Restorative Practices create a school culture conducive to maximum student learning and improvements.
Action Step	
Description	<ol style="list-style-type: none"> 1. What: The academic, social-emotional and behavioral needs of each and every student are known and met. 2. Who: All teachers, All staff, All Counselors, and All Administrators 3. When: Daily 4. 5.
Person Responsible	Carlisa Mills (millsc@pcsb.org)

#7	
Title	Attendance
Rationale	Our average daily attendance from the 2018-2019 school year was 91%. The problem/gap is occurring because of different beliefs regarding the importance of school attendance. If school attendance became a priority for all students, the problem would be reduced by at least 2%.
State the measureable outcome the school plans to achieve	The average daily attendance will increase from 91% to 93% as measured by attendance results found in School Profiles data.
Person responsible for monitoring outcome	Carlisa Mills (millsc@pcsb.org)
Evidence-based Strategy	Parent contact documented in Focus, use of attendance recognition and incentives, assigned mentors, support via Teen Court, parent conferences, watch list collaborative meetings, home visits as needed
Rationale for Evidence-based Strategy	Attendance is the gateway to overall students success, by increasing student daily attendance student achievement across all content areas will increase, thereby improving our overall graduation rate and further preparing students for college and career.
Action Step	
Description	<ol style="list-style-type: none"> 1. What: Progress monitoring of student attendance with PBIS supports 2. Who: Child Study Team, Counselors, Teachers and Administrators 3. When: Weekly 4. 5.
Person Responsible	Carlisa Mills (millsc@pcsb.org)

#8	
Title	Bridging the Gap (Black Student Achievement)
Rationale	Our current gaps show that our overall ELA proficiency data is at 52% proficient with our African American subgroup at a 31% proficiency. Our current gaps show that our overall Algebra proficiency is 29% with our African American subgroup at a 12% proficiency. The problem/gap is occurring because students entering high school with low proficiency in reading, writing, and mathematics. If learning gaps are identified and addressed, the problem would be reduced by 5% in ELA and 10% in Algebra.
State the measurable outcome the school plans to achieve	The percent African American student's proficiency will increase 31% to 36% in ELA and from 12% to 22% in Algebra, as measured by the FSA state scores.
Person responsible for monitoring outcome	Carlisa Mills (millsc@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> • Mentoring support for our African American subgroup. • Restorative Practices, CRT strategies, and a focus on building relationships • Collaborative Study groups will empower students to lead learning and gain deeper understanding of material.
Rationale for Evidence-based Strategy	Restorative Practice, CRT strategies, Mentoring, and Collaborative Study Groups directly impact positive relationships and student buy in to increase student success rates.
Action Step	
Description	<ol style="list-style-type: none"> 1. WHAT: We have professional development for all teachers to keep their skills current in Restorative Practices and CRT strategies 2. WHO: All Teachers, All Counselors, All Administrators, All Staff 3. WHEN: Ongoing throughout the year with weekly PLC's and Leadership meetings. 4. 5.
Person Responsible	Michael Hernandez (hernandezmic@pcsb.org)

#9	
Title	Graduation
Rationale	Our current graduation rate is projected at 94% for the 2018-2019 school year. Which is a 2% increase from the previous year. The gap of 6% was primarily caused by not meeting the FSA ELA graduation requirement. If students remediate and earn a concordance score or passing FSA ELA score the graduation rate will increase.
State the measureable outcome the school plans to achieve	The percent of students graduating will increase from 94% to 95% as measured by graduation criteria.
Person responsible for monitoring outcome	Michael Hernandez (hernandezmic@pcsb.org)
Evidence-based Strategy	<ul style="list-style-type: none"> • 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 to support student learning and assist with remediation in learning gaps.
Rationale for Evidence-based Strategy	We use AVID’s College and Career Readiness System to help our students learn and grow. AVID WICOR and CRT strategies are researched based practices to help all students succeed. Progress monitoring ensures that all students have opportunities to succeed.
Action Step	
Description	<ol style="list-style-type: none"> 1. WHAT: We have professional development for all teachers to keep their skills current in AVID practices. 2. WHO: All Counselors, All Teachers, All Administrators 3. WHEN: Ongoing throughout the year with weekly PLC's and Leadership meetings. 4. 5.
Person Responsible	Michael Hernandez (hernandezmic@pcsb.org)

#10	
Title	Family & Community Engagement
Rationale	We will increase parent participation as measured by sign in sheets, Advanced Ed Survey, and informal surveys. The challenges associated with low parent/community involvement include work schedules, meeting times, limited use of available communication tools. When we maximize the effective use of various communication tools available the attendance rate in which parents are involved will improve.
State the measureable outcome the school plans to achieve	Effective family and community communication will increase from 75% agreement to 80% as measured by AdvanceEd survey results.
Person responsible for monitoring outcome	Walter Allison (allisonw@pcsb.org)
Evidence-based Strategy	District approved communication tool such as, school marquee, parent connect, Focus, school web site, Facebook page, will be used to best communicate to families.
Rationale for Evidence-based Strategy	When communication occurs using a variety of mediums, parent/community involvement will improve.
Action Step	
Description	<ol style="list-style-type: none"> 1. What: Academic Progress Reports, Freshmen Orientation, Back to School Night, College and Career Nights, Freshman Transition Meetings, Discovery Night 2. Who: Teachers, Counselors, and Administrators 3. When: Ongoing throughout the year. 4. 5.
Person Responsible	Walter Allison (allisonw@pcsb.org)

#11

Title Healthy Schools

Rationale Our current level of performance is 1 out of 6 as evidenced in the Alliance for a Healthier Generation (Healthy Schools Program Framework). The problem/gap is occurring because of not meeting the health promotion goal for staff and for not meeting the physical activity programs goal. If we meet our two goals that are in progress, the problem would be reduced by five modules.

State the measurable outcome the school plans to achieve We will be eligible in 6 out of 6 modules for bronze recognition by April 2020 as evidenced by the Healthier Generation’s Healthy Schools Program Framework. (this is how it was worded in the 2018-2019 SIP)

Person responsible for monitoring outcome Walter Allison (allisonw@pcsb.org)

Evidence-based Strategy Enhance staff capacity to support students through purposeful activation and transfer strategies.

Rationale for Evidence-based Strategy To ensure that the policies and practices support staff and students to eat better and move more.

Action Step

Description 1. What: Assemble our Healthy Schools Team to create a framework to meet health promotion goal
 2. Who: Healthy Schools Team, Cafe Manager, Assistant Principal
 3. When: Ongoing through the year with a completion date in the month of April, 2020.
 4.
 5.

Person Responsible Walter Allison (allisonw@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

N/A

Part V: Budget

1	III.A	Areas of Focus: ELA				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			2641 - Northeast High School	School Improvement Funds		\$1,300.00
			<i>Notes: Professional Development for teachers to support our school wide reading and writing initiatives.</i>			
2	III.A	Areas of Focus: Math				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2641 - Northeast High School	School Improvement Funds		\$1,300.00
			<i>Notes: Professional Development for teachers to support our school math initiatives.</i>			
3	III.A	Areas of Focus: Science				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2641 - Northeast High School	School Improvement Funds		\$1,300.00
			<i>Notes: Professional Development for teachers to support our school wide reading and writing initiatives.</i>			
4	III.A	Areas of Focus: Social Studies				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2641 - Northeast High School	School Improvement Funds		\$1,300.00
			<i>Notes: Professional Development for teachers to support our school wide reading and writing initiatives.</i>			
5	III.A	Areas of Focus: College and Career Readiness				\$0.00
6	III.A	Areas of Focus: Conditions for Learning				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2641 - Northeast High School	School Improvement Funds		\$1,300.00
			<i>Notes: Teacher scholarships to enhance student learning for their classrooms.</i>			
7	III.A	Areas of Focus: Attendance				\$0.00
8	III.A	Areas of Focus: Bridging the Gap (Black Student Achievement)				\$0.00
9	III.A	Areas of Focus: Graduation				\$1,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

			2641 - Northeast High School	School Improvement Funds		\$1,300.00
			<i>Notes: College Vouchers for ACT and SAT assessments. This will continue to help make students college and career ready. Also, the vouchers will help students who need to earn a concordant score for their FSA ELA assessment.</i>			
10	III.A	Areas of Focus: Family & Community Engagement				\$0.00
11	III.A	Areas of Focus: Healthy Schools				\$0.00
					Total:	\$7,800.00