

WELCOME TO  
**change**



# **School Improvement Plan 2016-17**

## **Northeast High School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

## School Profile

<b>Principal:</b> Kevin Hendrick	<b>SAC Chair:</b> Stephanie Ruth
----------------------------------	----------------------------------

<b>School Vision</b>	100% Student Success
----------------------	----------------------

<b>School Mission</b>	All Northeast High School students will graduate and be prepared for post-secondary choices including college and careers.
-----------------------	----------------------------------------------------------------------------------------------------------------------------

Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
1,801	6.1%	17.8%	13.8%	3.3%	58.2%	0.9%

<b>School Grade</b>	<b>2016:</b> C	<b>2015:</b> B	<b>2014:</b> C	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
---------------------	-------------------	-------------------	-------------------	--------------------------------------------------------------------------------------------

Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	43	49	25	30	65	75	72	60	49	54	85	82
Learning Gains All	44	NA	31	NA								
Learning Gains L25%	39	NA	36	NA								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kevin	Hendrick	FT	4-10 years
Asst Principal	Robert	Gagnon	FT	Less than 1 year
Asst Principal	James	Kiblinger	FT	4-10 years
Asst Principal	Carlisa	Mills	FT	1-3 years
Asst Principal	Erin	Phelps	FT	1-3 years
Instr. Coach (literacy)	Britt	Moseley	PT	1-3 years
Instr. Coach (math)	Megan	Frye	PT	Less than 1 year
Other (specify) click here				
Other (specify)				
<b>Total Instructional Staff:</b>	92		<b>Total Support Staff:</b>	36



# School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3  
**Marzano Leadership** ●Domain 5

## School-wide Behavior Plan

1. Describe your school's expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

The School Wide Behavior Plan (SWBP) is focused around two areas the Four A's: Attendance, Attire, Attitude and Achievement; and the Six Ships: Scholarship, Relationship, Leadership, Citizenship, Partnership and Sportsmanship. These are posted throughout classrooms and the school on posters that are brand new in 2016-17. The traits are also emphasized on the school announcements. Students are taught behaviors by teachers in classrooms and reinforced through the school wide Viking Bucks systems. Students receive Viking Bucks for exhibiting the 4A's and 6 Ships. They may redeem these Viking Bucks in two school stores for privileges (such as skipping to the front of the lunch line), school supplies or food from the Culinary program. The Behavior Team meets monthly to monitor the fidelity of implementation, number of Viking Bucks distributed and redeemed as well as other SWBP rewards such as Student of the Month.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

School wide expectations are ensured through requiring teachers to develop a classroom based behavior and support plan consistent with school goals. These plans are reviewed with administrators. Equitable implementation is ensured through data review of both individual teachers and school wide student groups through school administrators and the Behavior Team. For 2016-17, respect will be a major focus as student surveys consistently show issues of respect (Student to Teacher, Respect for Property, Peer to Peer) as the lowest rated indicators.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

A Multi-Tiered System of Supports is carried out through layers of support. The School Based Leadership Team examines school wide academic and behavior trends, serving as a clearinghouse for all school wide change efforts. Beneath the larger umbrella of the SBLT are four active teams that identify, monitor and support both individual and group academic, emotional and social supports. The Child Study Team, content based Professional Learning Communities, the Behavior Team and the AVID Site/Literacy Team all have separate missions underneath the SBLT to support full implementation of MTSS principles. The teams look at the core functions by examining school wide data. If at least 80% of students are meeting expectations, the core function (behavior, literacy, course failures, attendance or any other focus area) is meeting expectations. If not, then changes are made before individual interventions are made.

## Data-Based Problem Solving

4. Describe your school's plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

The Child Study Team is primarily responsible for providing and monitoring supports for students with social and emotional needs. Referrals are made by all staff members and through data analysis of the CST. Early warning factors such as attendance, low grades and office discipline referrals are key indicators. A database is used to ensure interventions are provided. The school counselors, social worker, school psychologist and student peer mediators are all critical to the process.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

The school uses district provided resources and school developed tools to monitor student progress. Focus, Performance Matters and the School Profiles dashboard are the three main district provided resources. At the school level, the school wide walkthrough tool that is developed annually to measure SIP goals and content based PLC tools are the primary methods of measuring student progress. Data analysis occurs, at a minimum, each week through an MTSS-related committee meeting and the weekly Administrative Team meeting.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

In the annual staff survey, “Our school's leaders expect staff members to hold all students to high academic standards” is one of the highest rated indicators, demonstrating that school leaders model and demand that all students be ensured rigorous learning opportunities. As an AVID National Demonstration School, the school adheres to AVID’s mission of closing the achievement gap by ensuring college readiness for all.

 **School Culture / SWBP / Key Strategies**

<b>Goal 1:</b> What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: The school will reduce Office Discipline Referrals by 20% (2981 to 2384) and reduce Out of school Suspensions by 20% (164 to 131).	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy will be implementing the new Core Expectations through Student Planners. The Planners will be a new and consistent resource that will be used to keep student accountability and respect as school wide goals. There have also been significant changes to behavior matrix.	Robert Gagnon
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Reduce Risk Ratio for African American office discipline referrals to 1.0 or less (1.95 in 2015-16)	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The school will use AVID’s Culturally Relevant Teaching (CRT) curriculum to complete multiple, mandatory whole group and small group professional learning sessions for faculty.	Robert Gagnon



**Standards-Based Instruction for Learning**

Connections: District Strategic Plan ● Goals 1,2,4,5  
Marzano Leadership ● Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

The school’s Professional Learning Communities have made progress in shifting to the Florida Standards over the last three years. One measure of success was a five percent decrease in low-level task complexity as measured by school wide walkthroughs. In 2015-16, emphasis was placed on Focused Note Taking, supported by the Cornell Way, and school wide data showed a 20% improvement in this area. Support from

district content specialists also has been critical in these improvements and needs to be continued in 2016-17.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

A renewed focus on literacy will be a key area in 2016-17. Data from the Florida Standards Assessment and Lexile scores were two concrete data pieces used and conversations amongst over 30 teachers at the AVID Summer Institute were used to make this determination.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Student growth is measured through teacher developed formative assessments—such as quick writes, exit slips and whiteboards on a daily basis. Student growth also is measured through course grades and more traditional common assessments. Cycle assessments are conducted in key targeted courses and the school exceeds minimum expectations by implementing common assessments, for example quarterly DBQ’s in World History and additional Lexile assessments in ELA courses.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

The school works tirelessly to meet its mission that *all students will graduate and be prepared for post-secondary choices including college and careers*. Through four career academies, a relentless focus on assessments that make students college eligible and through the school’s many college-going culture activities organized by the AVID Site Team, the school ensures success. According to the FLDOE’s High School Feedback Report, the percentage of Northeast students enrolling in college increased 20% from 2008 to 2014, the latest year data is available. In addition, the school employs a number of key strategies to ensure transition to high school is a success. These include: an expanded peer to peer mentor group (YGG Crew), comprehensive orientation, use of organizational strategies and two parent nights.

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

<b>Instructional Strategy 1</b>	
Literacy Strategies through focused interaction with complex text. Specific measured strategies include: <ul style="list-style-type: none"> <li>close reading strategies</li> <li>focused interaction with text</li> <li>using questions at grade level standards that require students to use text based evidence</li> </ul>	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through a specially designed school wide walkthrough tool. Lesson plans will include these strategies and they should be observed in all classroom visits.	Kevin Hendrick
<b>Instructional Strategy 2</b>	
Increase the use of WICOR strategies school wide, with an emphasis on: <ul style="list-style-type: none"> <li>opportunities to think critically (inquiry)</li> <li>student accountability (organization)</li> <li>culturally relevant teaching strategies (collaboration: movement, mouth, music)</li> </ul>	

How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data is collected through a specially designed school wide walkthrough tool. Lesson plans will include these strategies and they should be observed in all classroom visits.	
<b>Instructional Strategy 3</b>	
Increased college and career activities	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Data will monitored through new integrated lesson planning with academy teachers.	Debbie Fischer



## Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

**11.** Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Northeast High School has a very positive school culture as evidenced by the school’s annual climate survey and a low turnover of instructional and support staff. The survey indicates high levels of collaboration and support. There is clear transparency and data use in decision making. Individual staff comments also reflect high levels of trust and satisfaction. Despite these high marks, there is room for improvement. A target area for 2016-17 is to improve the overall performance of Professional Learning Communities.

**12.** Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

Content based PLC’s are held four times a quarter with a specific focus on student data. PLC’s are subject specific (Algebra, World History, English 1 and 2, for example) and are teacher led. Administrators support PLC’s by ensuring agendas are developed with the PLC lead teacher and necessary data is available to support the agenda. The school schedule of PLC’s is annually developed in collaboration with teachers to ensure student success.

## Professional Development

**13.** Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Focus areas for teacher professional learning have been through Strategy Walks, intentional classroom visits to a colleague’s classroom to observe a targeted instructional strategy. In 2015-16, three Strategy Walk days occurred, with WICOR strategies as the focus. One of the three days was themed around culturally relevant teaching strategies, blending traditional WICOR strategies that promoted equitable learning opportunities for all students. An increase in WICOR strategies was seen school wide, particularly in focused note taking and interaction. One major change in 2015-16 was the debrief process of the Strategy Walks. The change was widely praised by teacher and will continue in 2016-17.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
AVID Summer Institute	Summer	30	Increased WICOR and College and Career Readiness
CTE Lesson and Project Integration	Summer	10	Deepening of integrated curriculum within Academies
SIP through Core Values	Preschool	All teachers	Full alignment of SIP with all classrooms
Strategy Walks	Fall	All teachers	Increased use of targeted school wide instructional strategies
Content PLC’s	Yearlong	All teachers	Focus on improving teacher collaboration, student data and lesson delivery
Culturally Relevant Teaching Practices and Data	Fall	All teachers	Narrowing achievement and discipline gap for African American students.



## Family and Community Engagement

Connections: **District Strategic Plan** ●Goals 1,3,6,7  
**Marzano Leadership** ●Domain 4, 5, 6

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED

climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

Based on the annual parent survey, parents are pleased with the education and supports that are provided by Northeast. One area for improvement is communication from teachers to parents regarding assignments and grading as this was the lowest rated survey indicator. Beyond the survey, parents indicate that they like the annual grade level College and Career Ready Parent Nights, the Academic Saturday School program and the many unique academic programs (academies and AVID).

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

Parent support for academics is provided in a number of ways. Annual events such as College and Career Ready Parent nights, Freshmen Orientation, Back to School Night and events focused on specific contents have proven popular. Student led conferences have not occurred, but are an area for exploration in 2016-17.

**Family Engagement / Planning Inventory**

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

**Family Engagement / Key Strategies**

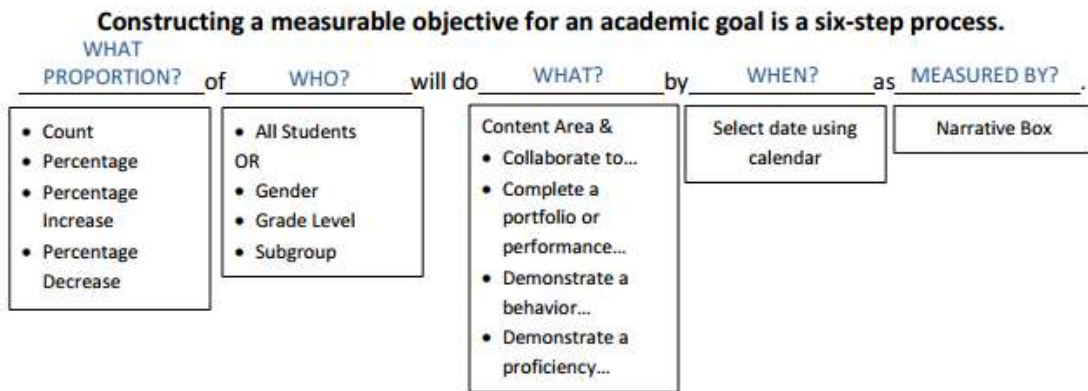
<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Parents will be better informed of extended learning opportunities with a goal to increase enrollment in credit recovery, Saturday School and tutoring sessions.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Personal phone calls and home visits will be made to parents to increase ELP and social services.	Erin Phelps
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Increase business and community partner recognition	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Partnering with Booster groups, the school will use its' high visibility on a major thoroughfare to offer increased recognition for partners. We will display banners of those organizations that provide in-kind or monetary support.	Avril Osburn
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------

## Section 2 – School Goals / Action Steps

### Academic Goal



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Carlisa Mills, Robert Gagnon, Irene Turner
<ol style="list-style-type: none"> <li>Increase student proficiency on the ELA Florida Standards Assessment in grade 9 and 10 so that it exceeds the district average by at least 1%.</li> <li>Increase the graduation rate by 3% or more by increasing 11th and 12th reading proficiency as measured by pass rate on FSA, ACT and SAT results.</li> </ol>	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
<p>Goal 1</p> <ol style="list-style-type: none"> <li>Students will monitor their own progress on reading and writing standards using Learning Goals and Scales weekly.</li> <li>All teachers will use the ELA literacy and writing standards and rubrics in classes.</li> <li>ELA teachers will use student data to group students and differentiate instruction.</li> <li>ELA and Social Studies teachers will collaborate each quarter on a common themed DBQ assignment.</li> <li>Students will utilize the school wide WICOR literacy and engagement strategies, with a focus on close reading with accountable talk.</li> </ol>	<ol style="list-style-type: none"> <li>Walkthrough data, conversations with students, classroom observations, student data trackers</li> <li>PLC collaboration and minutes</li> <li>Literacy and AVID teams analyze walkthrough data and plan appropriate PD, including strategy walk days.</li> <li>Evidence of quarterly collaboration between ELA and Social Studies</li> </ol>
<p>Goal 2</p> <ol style="list-style-type: none"> <li>Teachers will analyze within PLCs a variety of data to progress monitor mastery of FL Standards. (ACT/SAT test prep, Retake data, FSA, conferring anecdotes etc.)</li> </ol>	<ol style="list-style-type: none"> <li>PLC minutes</li> <li>Walkthrough data, classroom observations</li> </ol>

<ol style="list-style-type: none"> <li>2. Teachers will create an environment in which students have multiple opportunities to engage in ongoing and independent reading of complex text.</li> <li>3. ELA teachers will use data to organize students into small groups and provide instruction using workshop model.</li> </ol>	<ol style="list-style-type: none"> <li>3. Literacy coach coaching cycles, classroom observations</li> </ol>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Kevin Hendrick and Charlotte Walker	
<ol style="list-style-type: none"> <li>1. Ensure each student makes a learning gain using the state EOC assessments in Algebra, Geometry and Algebra II.</li> <li>2. Ensure each student passes the Algebra exit assessment by their sophomore year (including PERT as a concordant test)</li> <li>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) by at least 1%.</li> </ol>		
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>	
<p>Goals 1, 2 and 3</p> <ol style="list-style-type: none"> <li>1. Support students with setting personalized learning goals through the use of Learning Goals and Scales and other progress monitoring tools (cycle tests).</li> <li>2. Students and teachers will utilize the school wide WICOR literacy and engagement strategies.</li> <li>3. Math teachers will collaborate with each other to improve student achievement.</li> <li>4. Math teachers will collaborate with administrators and counselors to ensure student success in math courses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Formative assessment strategies such as whiteboards</li> <li>2. Use of focused notes</li> <li>3. Use of purposeful student grouping</li> <li>4. Data chats</li> <li>5. PLC minutes, collaboration with math coach</li> <li>6. Walkthrough data</li> </ol>	

<b>Science Goal</b>	<b>Goal Manager:</b> Erin Phelps and Shelly Wheat	
<ol style="list-style-type: none"> <li>1. Increase the proficiency rate on the Biology EOC to 72% and ensure Biology EOC scores exceed the district (62% in 2016) and state (64% in 2016) averages in 2017.</li> <li>2. Increase student proficiency on the ELA Florida Standards Assessment in grade 9 and 10 so that it exceeds the district average.</li> </ol>		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
<p>Goal 1</p> <ol style="list-style-type: none"> <li>1. Teachers and administrators will conduct regular checks (Cycle Assessments) for understanding and use the data to gauge student mastery of the content/standard.</li> <li>2. Teachers will conduct regular data chats with their students after each cycle assessment to revisit standards lacking proficiency and re-visit content when necessary.</li> </ol> <p>Goals 1 and 2</p>	<ol style="list-style-type: none"> <li>1. Use of minimum of three inquiry based labs per semester in each course</li> <li>2. Use of focused notes and Interactive Notebooks in each course</li> <li>3. Data chats</li> <li>4. PLC minutes, collaboration with science coaches to improve Learning Goals and Scales and use of CPALMS</li> </ol>	

<ol style="list-style-type: none"> <li>3. Teachers will promote inquiry based learning by providing students the opportunity to make a claim, test it, and defend the results with evidence.</li> <li>4. Students and teachers will utilize the school wide WICOR literacy and engagement strategies.</li> </ol>	<ol style="list-style-type: none"> <li>5. Walkthrough data</li> </ol>

**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Healthy Schools	<b>Goal Manager:</b> Erin Phelps
Healthy School Goal - Work toward Bronze Level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2015-16, school was eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2016-17, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2016.</p> <p>Target for 2016-17, is to become eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	<p>By April 1, 2017, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name:</b> Social Studies	<b>Goal Manager:</b> Jim Kiblinger, Bill Amuso, Jessica Kreger
<ol style="list-style-type: none"> <li>1. Increase proficiency rate on US History by at least 1% and continue to exceed district and state average proficiency rate.</li> <li>2. Increase the number of student earning college credit through social studies classes (Advanced Placement and Dual Enrollment).</li> </ol>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Goals 1 and 2</p> <ol style="list-style-type: none"> <li>1. Implement common DBQ’s in each quarter in all World History classes. Collaborate with 9<sup>th</sup> grade ELA teachers to create common language for DBQ and FSA writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participation in PLC’s with fidelity</li> <li>2. Walkthrough data</li> <li>3. Collaboration at PLC’s and with Social Studies Specialist</li> </ol>

<p>2. Students and teachers will utilize the school wide WICOR literacy and engagement strategies, with an emphasis on full implementation of Cornell Notes in all Social Studies courses.</p> <p>3. Deepen implementation of culturally relevant teaching strategies (movement, mouth, music)</p> <p>Goal 2</p> <p>1. Communicate expectations to students and parents in course syllabi.</p> <p>2. Use AP Potential report and collaborate with counselors to ensure placement into targeted courses.</p>	<p>4. Classroom observations</p> <p>5. Data chats with students</p> <p>6. Increase after school tutoring</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
<b>Goal Name: College and Career Readiness</b>	<b>Goal Manager: Debbie Fischer and Paul Chorney</b>
<p>1. 100% of academy students will pass an industry certification and at least 30% of academy underclassmen will obtain an industry certification by May 2017.</p> <p>2. At least 6% of non-academy students will pass an industry certification test by May 2017</p> <p>3. The overall percentage of graduates in the Class of 2017 that are college and career ready (as evidenced by passing an industry certification, earning a 3 or higher on AP tests or passing a dual enrollment course) will increase to at least 70%.</p>	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>Goals 1, 2 and 3</p> <p>1. Students and teachers will utilize the school wide WICOR literacy and engagement strategies with a focus on using organizational strategies to help students monitor progress.</p> <p>2. Recruit non-academy students to participate in certification preparation courses.</p> <p>3. Counselors will review every senior’s path to college and career readiness and monitor progress towards meeting one of three measures (cert., AP, DE)</p>	<p>1. Celebrating certification successes</p> <p>2. Regular use of planners</p> <p>3. Walkthrough data</p> <p>4. PLC and Strategy Walk participation</p> <p>5. Use of business partners and graduates to promote certifications</p> <p>6. Counselor progress monitoring report</p>

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager: Kevin Hendrick and Carlisa Mills</b>
<p>1. Improve black student achievement in each tested area to minimize gaps, specifically decreasing proficiency gap in ELA from 16.3% to less than 8% and in Algebra from 11.7% to less than 5%</p> <p>2. Eliminate graduation rate gap between black and non-black students (3% in 2016).</p>	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Conduct specialized tutoring for black students in reading, writing and math. This will occur through ELP and pullouts (as part of ELP budget and plan)</li> <li>2. Emphasize relationships over content to motivate students to succeed including the use of individual mentors. Ensure mentors for all 9<sup>th</sup> grade black students through peer to peer program and for all targeted 10-12<sup>th</sup> grade students.</li> <li>3. Use the three M's as part of instruction--mouth, music and movement.</li> <li>4. Counselors will conduct college and career and data chats with all black students once per semester.</li> <li>5. Use of at least three school wide professional learning activities with staff from the AVID Culturally Relevant Teaching resource.</li> </ol>	<ol style="list-style-type: none"> <li>1. Measure of each achievement gap at each cycle assessment</li> <li>2. Implementation of mentoring programs with fidelity</li> <li>3. Walkthrough data</li> <li>4. Counselor progress monitoring reports</li> </ol>

Subgroup Goal (ELL)	Goal Manager: Carlisa Mills and Roberta Chamberlain
<ol style="list-style-type: none"> <li>1. Improve ELL student achievement in each tested area to minimize gaps (ELA, Math, Biology, US History).</li> <li>2. Eliminate graduation rate gap between ELL and non-ELL students (% in 2016).</li> </ol>	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. Use the three M's as part of instruction--mouth, music and movement.</li> <li>2. Counselors will conduct college and career and data chats with all ELL students once per semester.</li> <li>3. Use of at least three school wide professional learning activities with staff from the AVID Culturally Relevant Teaching resource.</li> </ol>	<ol style="list-style-type: none"> <li>1. Measure of each achievement gap at each cycle assessment</li> <li>2. Walkthrough data</li> <li>3. Counselor progress monitoring reports</li> </ol>

Subgroup Goal (ESE)	Goal Manager: Robert Gagnon, Christy Randolph, Anita Gerhart
<ol style="list-style-type: none"> <li>1. Improve students with disabilities achievement in each tested area to minimize gaps (ELA, Math, Biology, US History).</li> <li>2. Eliminate graduation rate gap between ESE and non-ESE students (% in 2016).</li> </ol>	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ol style="list-style-type: none"> <li>1. ESE Case Managers will ensure completed IEP's with up to date transition goals for every student.</li> <li>2. Counselors, ESE Department Head and VE Specialist will ensure proper placement of students to provide most support possible in general education classes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Measure of each achievement gap at each cycle assessment</li> <li>2. On time IEP completion rate</li> <li>3. Career based programs available to students</li> <li>4. Counselor progress monitoring reports</li> </ol>

3. Students will pursue Access courses and diplomas when appropriate while continuing strong transition skills and activities.	

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:

Actions / Activities in Support of Goal	Evidence to Measure Success

### Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)	101/ 162	126/ 90	NA	NA		227 / 252	25% / 28%
Students with attendance below 90 %	176	198	185	162		721	38%
Students with excessive referrals**	60	87	41	27	4 or more	215	11%
Students with excessive course failures**	28	57	32	12	retent ions	129	7%
Students exhibiting two or more indicators	61	88	42	27		218	12%

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

### EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
	Northeast High School will reduce the number of students with below 90% attendance by 10% (from 38% to 28%)
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success
Improved Child Study Team Process that includes a new progress monitoring tool.	Intervention progress monitoring tool

Increased communication to parents about the importance of attendance. This will coincide with the district’s community partnership with JWB.	Actual attendance
-----------------------------------------------------------------------------------------------------------------------------------------------	-------------------

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
<ol style="list-style-type: none"> <li>1. Reduce office discipline referrals by 20% (2981 to 2384).</li> <li>2. Reduce Risk Ratio for African American office discipline referrals to 1.0 or less (1.95 in 2015-16)</li> </ol>		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Goals 1 and 2 Implement new Core Expectations student support plan that includes student planners, a new tardy program and new discipline matrix.		Referral rates
Goal 2 <ol style="list-style-type: none"> <li>1. The school will use AVID’s Culturally Relevant Teaching (CRT) curriculum to complete multiple, mandatory whole group and small group professional learning sessions for faculty.</li> <li>2. Implement Peer to Peer mentoring, 5000 Role Models and Girlfriends club</li> </ol>		Feedback from CRT training

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

--

<p><b>Early Intervention / Extended Learning Goal</b> Please ensure that your goal is written as a SMART goal</p>
<p>Goals:</p> <ol style="list-style-type: none"> <li>1. Decrease the number of students retained from the 2015-16 school year by at least 15% (129 to 109).</li> <li>2. Increase and strengthen the number of enrichment opportunities in 2016-17 (more than three) leading to an increase in AP passing rates.</li> </ol>

Actions / Activities in Support of Goal	Evidence to Measure Success
Continue Saturday School support program and increase number of students in attendance (average of 46 in 2015-16).	Saturday School attendance, decrease in quarterly failure rates
Improve fidelity of Honors College program by restructuring and communicating new supports for students. This includes AVID study groups for AP classes as ELP opportunities for all students.	Student enrollment and attendance at events

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	92	% with advanced degrees	35.9
% receiving effective rating or higher	97.8	% first-year teachers	5.4
% highly qualified (HQT)*	100	% with 1-5 years of experience	14.1
% certified in-field**	98.9	% with 6-14 years of experience	42.4
% ESOL endorsed	18.5	% with 15 or more years of experience	38.0

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

<p>The principal is ultimately responsible for recruitment and retention of highly qualified teachers. The strategies for this include:</p> <ul style="list-style-type: none"> <li>• Proactively determining units, needs and potential vacancies</li> <li>• Using HR resources to identify potential candidates</li> <li>• Creating a climate that is positive and encourages employees to remain at NEHS</li> <li>• Using professional learning to promote a work environment that promotes retention</li> </ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### SAC Membership



SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Jorge	Marzol	Hispanic	Parent
Steven	Hester	Black	Teacher
Michelle	Yocum	Hispanic	Parent
Blanca	Rivera	Hispanic	Parent
Shelly	Wheat	White	Teacher
Cynthia	Hearn	White	Teacher
Angie	Schwind	White	Parent
Greg	Schwind	White	Parent
Stephanie	Ruth	Black	Parent
Cathi	Marro	White	Parent
Karla	Villanueva	Black	Parent
Judy	Gray	White	Parent
Kim	Dumaine	White	Parent
Sharon	Joe	Black	Support Employee
Dawn	Gray	White	Parent
Kevin	Hendrick	White	Principal
Dorothy	Kilkelly	White	Business/Community
Laura	Rounds	White	Parent
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

**SAC Compliance**

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/4/2016
-----------------------------------------	-----------------------------	-----------------------------------

**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Kevin Hendrick
-----------------------------------------	-----------------------------	-----------------------------

State Days / Intervals that Team meets below. SBLT: One Monday per month, 1:50pm Child Study Team: Every other Tuesday, 9:00am Content PLC's: four times a quarter (Tuesdays), 1:50-2:20pm AVID/Literacy Site Teams: One Monday per month, 1:50pm Administrative Leadership Team: weekly, Wednesdays Cohort Teams: every other Wednesday, times vary
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Budget / 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.

ACT and SAT vouchers--\$4000 Teacher Mini-Grants--\$3000
-------------------------------------------------------------

Use this space to paste budget, if desired.
---------------------------------------------