



School Improvement Plan 2017-18

Northeast High School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Michael Hernandez	SAC Chair: Stephanie Ruth
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School Vision	100% Student Success
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School Mission	All Northeast High School students will graduate and be prepared for post-secondary choices including college and careers.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	6.2%	18.2%	13.6%	3.5%	57.6%	0.8%

School Grade	2017: B	2016: C	2015: B	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	49	43	45	25	62	65	70	72	47	49	88	85
Learning Gains All	58	44	43	31								
Learning Gains L25%	50	39	38	36								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Michael	Hernandez	FT	Less than 1 year
Assistant Principal	Robert	Gagnon	FT	1-3 years
Assistant Principal	James	Kiblinger	FT	4-10 years
Assistant Principal	Carlisa	Mills	FT	1-3 years
Assistant Principal	Erin	Phelps	FT	1-3 years
Total Instructional Staff:	91	Total Support Staff:	35	



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 the Three A’s: Attendance, Attitude, and Achievement.

- Attendance- Students attend classes daily, students are on time to class, and students are mentally prepared for learning.
- Attitude- Students exhibit scholarship, leadership, partnership, relationship, citizenship, and sportsmanship.
- Achievement- Students turn in all assigned tasks and never accept zero’s for any assignment.

These are posted throughout classrooms and the school on posters. 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 3A’s. 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.

For 2017-2018, we will focus on the use of affective language and circles to support school-wide and classroom expectations. We will monitor the use of affective language and circles by using our school wide classroom walkthrough tool. Teachers and staff will provide Viking Bucks and Caught in the Act tokens to reinforce desired expectations.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your 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.

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 implemented 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. Our goal is for 80% of students to meet expectations

surrounding the three A's (Attendance, Attitude (behavior), and Achievement), this will allow for the building of positive relationships and student success. If students are not meeting expectations, practices and supports are reviewed for changes which may lead to changes for individual student need.

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. The SBLT, CST, and Behavioral teams review current data surrounding students Attendance, Attitude (Behavior), and Achievement. The teams use the data to create, implement, and monitor interventions to assist student needs.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps 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 hold all staff members accountable for student learning" is one of the highest rated indicators, demonstrating that school leaders emphasize 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, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
Goal: The school will decrease the amount of disciplinary referrals by 10% from 2051 to 1846 for the 2017-2018 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategy will be the use and implementation of restorative practices by using affective language, circles, and conducting Readiness to Learn (RTL) Assessments daily. We will use our classroom walkthrough tool to monitor the effectiveness of strategies.	Robert Gagnon
Goal 2: 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 (1.84 in 2017-18)	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

The school will continue the use of AVID’s Culturally Relevant Teaching (CRT) curriculum and will embed restorative practices through multiple professional development trainings. Our Discipline Committee with monitor data monthly to measure the effectiveness of strategies.	Robert Gagnon
Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



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 four years. One measure of success was an increase in student achievement scores in ELA and Mathematics. Student learning gains increase by over 10% in ELA and Math. A focus on AVID Culturally Relevant Teaching practices and focused interactions with complex text contributed to student success. We will continue the implementation of weekly classroom walkthroughs using our schoolwide walkthrough tool, provide instructional feedback through the Marzano Teacher Growth Model, and monitor assessment data through leadership and PLC teams to promote academic rigor and student engagement.

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 focus on opportunities to think critically through the use of higher order questioning, complex text interactions in all content areas, and inquiry activities that allow for exploration and critical thinking will be a key area of focus in 2017-18. Data from state testing indicates our lowest achieving 25% of students have shown progress, but still have room for improvement. Our students improved in ELA by 11% and in Mathematics by 2%. Our goal is to improve to a 53% proficiency in ELA and 50% proficiency in Mathematics for our lowest achieving 25%.

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. 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), incoming ninth grade orientation, use of organizational strategies and two parent nights (Back to School Night and College Readiness Night). Our school has a Freshman Transition Team that will work throughout the year to monitor and assist our freshman students. The team will use Attendance, Attitude (Discipline), and Achievement data to monitor freshman success and create interventions as identified.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Increase the use of WICOR strategies, with a focus on: <ul style="list-style-type: none"> • Opportunities to Think (OT) critically (inquiry) • Culturally Relevant Teaching (CRT) through the use of circles, music, movement, and mouth (collaboration) • Interactions with focused notes (writing, inquiry) 	
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.	Michael Hernandez
Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Literacy Strategies to promote skills in reading, writing, and communication, with a focus on: <ul style="list-style-type: none"> • Supporting claims through discussion and/or writing with the use of text based evidence • close reading strategies • reflective writing to summarize and synthesize learning 	
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.	Michael Hernandez
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



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 among 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. The survey indicates high levels of collaboration, support, trust, and satisfaction. All teachers, staff, and administrators have a voice and are supported through collaborative data based decision making.

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.

Content PLC’s meet: 8/22, 9/12, 9/26, 10/10, 10/24, 11/7, 11/28, 12/12, 1/16, 1/30, 2/13, 3/6, 3/20, 4/3, 4/17, and 5/8

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 are provided through Strategy Walks, intentional classroom visits to a colleague’s classroom to observe a targeted instructional strategy. In 2016-17, three Strategy Walk days occurred, with WICOR strategies as the focus. Teachers met after school to participate in the debriefing process of the Strategy Walks. An increase in WICOR strategies was seen school wide, particularly in close reading strategies, accountable talk, and focused writing. WICOR practices will continue to be a focus for the 2017-18 school year with a focus on teacher growth by using collaborative circles, opportunities to think critically, and content rich reading and writing in all subject areas.

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, ISM visit feedback, etc.).

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 AVID Culturally Relevant Teaching	Summer		Increased WICOR and College and Career Readiness
CTE Lesson and Project Integration	Summer		Deepening of integrated curriculum within Academies

SIP Goal Setting	Preschool	All Teachers	Alignment of SIP with all classrooms
Strategy Walks	Fall	All Teachers	Increased use of targeted WICOR strategies
Content PLC's	Yearlong	All Teachers	Teachers collaboration, student progress monitoring, and data analysis
Restorative Practices	Yearlong	All Teachers	Using Circles for academic success and problem solving. Using affective language when communicating with students.
Culturally Relevant Teaching Practices	Yearlong	All Teachers	Embedding music, mouth, and movement into lessons to narrow the 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). We continuously work to build positive relationships with families through nightly events, mentorship opportunities, involvement with PTSA and SAC, and shadowing and chaperoning.

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 interpreting and using student data via trainings, data chats and/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.

During our College and Career Ready Parent nights, School Advisory Council meetings, and PTSA meetings tools are provided to assist families with monitoring their students’ progress and interventions are suggested to help students be successful in school. Some tools and interventions include: Focus for monitoring and communication, ELP, Saturday School Remediation, and State Testing Prep sessions.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 / assignments, 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, email or home visits.	<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 (especially those linked to student learning).	<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.

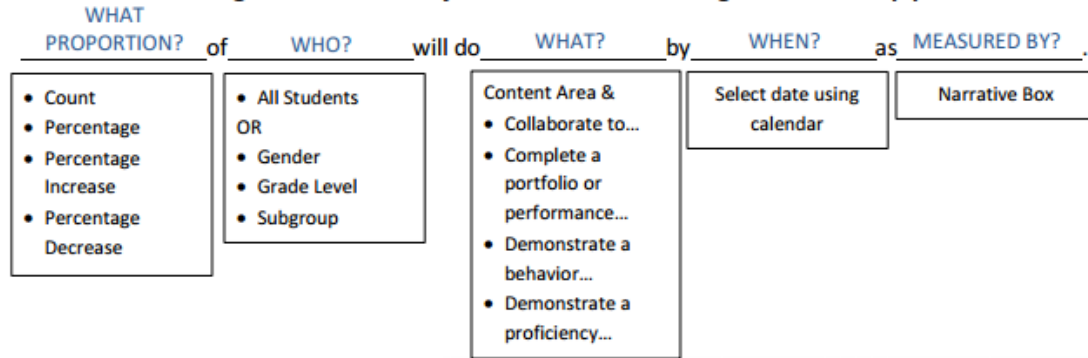
 **Family Engagement / Key Goals and Strategies**

Goal 1: 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
Goal 2: 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 relationships.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Targeting and recruiting more business and community partners. Business visits, calls, and electronic collaboration will be utilized to recruit more partners.	Avril Osburn

 **Section 2** – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Carlisa Mills, Robert Gagnon, Irene Turner
<ol style="list-style-type: none"> Increase student proficiency on the ELA Florida Standards Assessment in grade 9 and 10 so that it exceeds the 2017 school average by at least 5%. Increase the graduation rate by 2% or more by increasing 11th and 12th grade reading proficiency as measured by pass rate on FSA, ACT, and SAT results. 	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>Goal 1</p> <ol style="list-style-type: none"> Students will monitor their own progress on reading and writing standards using Learning Goals and Scales weekly. All teachers will use the ELA literacy and writing standards and rubrics in classes. ELA teachers will use student data to group students and differentiate instruction. ELA, Social Studies, and Science teachers will collaborate each quarter on a common themed assignment or strategy. Students will utilize the school wide WICOR literacy and engagement strategies, with a focus on close reading with accountable talk. Teachers will utilize district-developed resources (Core Connections exemplar lessons and OneNote resources). 	<ol style="list-style-type: none"> Walkthrough data, conversations with students, classroom observations, student data trackers PLC collaboration and minutes Literacy and AVID teams analyze walkthrough data and plan appropriate PD, including strategy walk days Evidence of quarterly collaboration between ELA, Social Studies, and Science State assessment data, cycle testing data, standards mastery data, and students work will be used to measure student success.
<p>Goal 2</p> <ol style="list-style-type: none"> Teachers will analyze a variety of data within PLC's to progress monitor mastery of Florida Standards. (State assessment data, cycle testing data, standards 	<ol style="list-style-type: none"> PLC minutes Walkthrough data, classroom observations

<p>mastery data, and students work will be used to measure student success.)</p> <ol style="list-style-type: none"> Students will increase levels of self-monitoring for progress (test scores, improvements, areas of deficiency, etc). Teachers will create an environment in which students have multiple opportunities to engage in ongoing and independent reading of complex text. ELA teachers will use data to organize students into small groups and provide instruction. 	<ol style="list-style-type: none"> Student evidence of self-monitoring State assessment data, cycle testing data, standards mastery data, and students work will be used to measure student success.
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Mathematics Goal	Goal Manager: Michael Hernandez and Charlotte Walker
<ol style="list-style-type: none"> Increase Math proficiency in Algebra 1 and Geometry from 45% to 60%. Increase student learning gains in mathematics from 43% to 60%. Ensure passing rates on PERT or other concordant score measures for Algebra 1 to meet the graduation requirement. 	
Actions / Activities in Support of Math Goal	Evidence to Measure Success
<ol style="list-style-type: none"> Students & teachers will utilize school wide WICOR literacy and engagement strategies. Math teachers will collaborate with administrators, counselors, and each other to ensure student success in math courses. Math teachers will use corrective practices to ensure work is done in a timely manner. Offer remediation for PERT in September and make computers available for PSAT practice. 	<ol style="list-style-type: none"> Formative assessment strategies Use of focused notes Use of purposeful student grouping PLC minutes, collaboration with math coach Walkthrough data Cycle data

Science Goal	Goal Manager: Erin Phelps and Shelly Wheat
<ol style="list-style-type: none"> Increase the proficiency rate on the Biology EOC to 70% and to ensure Biology EOC scores exceed the district (63.5% in 2017) average in 2018. Increase student proficiency on the ELA Florida Standards Assessment in grade 9 and 10 so that it exceeds the district average. 	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
<p>Goal 1</p> <ol style="list-style-type: none"> Teachers and administrators will conduct regular checks (Cycle Assessment) for understanding and use the data to gauge student mastery of the content/standard. Teachers will conduct regular data chats with their students after each cycle assessment to revisit standards lacking proficiency and revisit content when necessary. <p>Goals 1 and 2</p>	<ol style="list-style-type: none"> Use of a minimum of three inquiry based labs per semester in each course Use of focused notes and Interactive Notebooks in each course Data chats PLC minutes, collaboration with science coaches to improve

<ol style="list-style-type: none"> 3. Teachers will provide opportunities for students to use critical thinking skills. 4. Students and teachers will utilize the school wide WICOR literacy and engagement strategies. 	<ol style="list-style-type: none"> 5. Learning Goals and Scales, and use of CPALMS 6. Introduce complex text and data analysis 7. Walkthrough data 8. Progress Monitoring by the first four weeks of each quarter to minimize student failures

Other School Goals* / Use Only as Needed

*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 Schools, etc.)	
Goal Name: Healthy Schools	Goal Manager: 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
For 2017-18, 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 2017. Target for 2017-18, 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.	By April 1, 2018, 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.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Social Studies	Goal Manager: Jim Kiblinger, Bill Amuso, Jessica Kreger
<ol style="list-style-type: none"> 1. Increase proficiency on US History test by at least 2% and continue to exceed district and state average proficiency rate. 2. Increase the number of students earning college credit through social studies (Advanced Placement and Dual Enrollment.) 	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Continue common DBQ's in each quarter in all World History classes. Collaborate with 9th grade ELA teachers to create common language for DBQ and FSA writing. 2. Students and teachers will utilize the school wide WICOR literacy and engagement strategies, with 	<ol style="list-style-type: none"> 1. Participation in PLC's with fidelity 2. Walkthrough data 3. Collaboration at PLC's and with Social Studies Specialist. 4. Classroom observations 5. Data Chats with students 6. Increase after school tutoring

<p>an emphasis on full implementation of Cornell Notes in all Social Studies courses.</p> <ol style="list-style-type: none"> 3. Deepen implementation of culturally relevant teaching strategies (movement, mouth, music.) 4. Communicate expectations to students and parents in course syllabi. 5. Use AP Potential report and collaborate with counselors to ensure placement into targeted courses. 6. Increase parent communication. 7. Social Studies electives to have at least 1 focused lesson each quarter that includes a critical analysis component. 	<ol style="list-style-type: none"> 7. Monitoring Performance Matters to identify areas (student and teacher weakness and strength.)

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: College and Career Readiness	Goal Manager: Paul Chorney, Leterrence Keys, Eric Malm, Kathy Odom, Jim Kiblinger
<ol style="list-style-type: none"> 1. 100% of academy students will pass an industry certification and at least 30% of academy underclassmen will obtain an industry certification by May 2018. 2. At least 15% of non-academy students will pass an industry certification test by May 2018. 3. The overall percentage of graduates on the Class of 2018 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 75%. 	
Actions / Activities in Support of Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Students and teachers will utilize the schoolwide WICOR literacy and engagement strategies with a focus on using organizational strategies to help students monitor progress. 2. Recruit non-academy students to participate in certification preparation courses. 3. Counselors will review every senior’s path to college and career readiness and monitor progress towards meeting one of the three measures (cert., AP, DE) 4. Any student with a GPA of 2.5 or better will be encouraged to participate in DE 	<ol style="list-style-type: none"> 1. Celebrating certification success 2. Regular use of planners 3. Walkthrough data 4. PLC and Strategy Walk participation 5. Use of business partners and graduates to promote certifications. 6. Counselor progress monitoring report. A shared reported will be implemented to track students who have met graduation and acceleration requirements versus those who are in progress, and those needing to meet metrics. Interventions will be provided and classes will be scheduled to ensure success.

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Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager: Michael Hernandez and Carlisa Mills
<ol style="list-style-type: none"> 1. Increase the achievement of black students in each tested area to minimize the achievement gap in ELA by 15% in 9th grade and 7% in 10th grade and in Algebra by 11%. 2. Eliminate the graduation rate gap between black and non-black students. Currently a 2.6% graduation gap exists. Black graduation rate= 85.9%, Non-Black graduation rate= 88.5% 	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. The school will continue the use of AVID’s Culturally Relevant Teaching (CRT) curriculum and will embed restorative practices. 2. Use the three M's as part of instruction--mouth, music and movement. 3. Circles will be used as an instructional tool and problem solving method to assist with learning and student success. 4. Counselors will conduct college and career and data chats with all black students once per semester. 	<ol style="list-style-type: none"> 1. Classroom walkthrough data 2. Increased in course passing rates 3. Learning gains increased 4. Counselor progress monitoring reports 5. Increased proficiency on cycle assessments

Subgroup Goal (ELL)	Goal Manager: Carlisa Mills and Roberta Chamberlain
<p>Increase the proficiency rates of students passing the FSA ELA assessment by 10%. Increase the proficiency rates of students passing the Algebra EOC from 41% to 51%. Have a 90% graduation rate or higher for all ELL students.</p>	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
<ol style="list-style-type: none"> 1. Ensure comprehension of instruction in-order to understand tasks 2. Use data chats with students for graduation monitoring and goals 3. Use AVID strategies in planning 4. Utilize district-developed resources (Core Connections exemplar lessons and OneNote resources). 	<ol style="list-style-type: none"> 1. Authentic vocabulary and translations 2. Activities based on goals and use Assessment trackers. 3. WICOR strategies using Rigor & Release. 4. State assessment data, cycle testing data, standards mastery data, and students work will be used to measure student success.

Subgroup Goal (ESE)	Goal Manager: Robert Gagnon, Anita Gerhart, Christy Randolph
<p>Improve students with disabilities achievements in each tested area to minimize gaps, (ELA, Math, Biology, US History).</p>	

Eliminate graduation rate gap between ESE students and non-ESE students (88% in 2017).

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
<ol style="list-style-type: none"> ESE Case Managers will ensure completed IEP's with up to date transition goals for every student. Counselors, ESE Department head and VE Specialist will ensure proper placement of students to provide maximum support in general education classes. Students will pursue Access courses and diplomas when appropriate while continuing strong transition skills and activities. Increase L25 ESE students achievement in Reading 2% and Math 4%. 	<ol style="list-style-type: none"> On time completion rate of IEPs Counselor progress monitoring reports Career based programs available to ESE students. Measure of each achievement gap at each cycle assessment.

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade 9th	Grade 10th	Grade 11th	Grade 12th	Grade <i>Select</i>	Grade <i>Select</i>	Grade <i>Select</i>	School Totals	
									#
Students scoring at FSA Level 1 (ELA or Math)	158/ 109	127/ 111	NA	NA					
Students with excessive absences / below 90 %	117	146	150	157					
Students with excessive behavior / discipline**	77	62	20	19	1 or more OSS				

Students with excessive course failures**	149	298	272	267	1 or more F's				
Students exhibiting two or more Early Warning indicators	156	208	168	179					

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for high schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. 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 will decrease the percentage of students missing 10% or more of school by 5%.		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
Child Study Team will continue to improve and refine its progress monitoring tool. This year's tool will emphasize services provided for student success. School Profiles will serve as our tools for monitoring attendance data. Bi-weekly meeting will be held to study and analysis student attendance data. Northeast will open a Teen Court program to serve our students with attendance issues.	Decrease in the percentage of students missing 10% or more of school.	

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
<ol style="list-style-type: none"> 1. Reduce office discipline referrals by 10% (2051 to 1846). 2. Reduce Risk Ratio for African American office discipline referrals to 1.0 or less (1.84 in 2017-18) 		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success	
Goals 1 and 2: The key strategy will be the use and implementation of restorative practices by using affective language, circles, and conducting Readiness to Learn (RTL) Assessments daily.	Reduced referral rates.	
Goals 1 and 2: The school will continue the use of AVID's Culturally Relevant Teaching (CRT) curriculum and will embed restorative practices through multiple professional development trainings.	Reduced referral rates.	

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
Actions / Activities in Support of Goal		Evidence to Measure Success

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.

Northeast offers opportunities for student supports through our extended learning/tutoring program, Saturday school program, credit recovery program, and partnership with our adult/community school.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Goal: Decrease the number of student failures from the 2016-17 school year from 7% semester failures to 5% semester failures or lower.	

Actions / Activities in Support of Goal	Evidence to Measure Success
Implement new progress monitoring and support system. Teachers will progress monitor students who are failing courses during the first third of a quarter. Data will be collected and interventions will be prescribed to assist students with getting back on track. Prescribed interventions include ELP, lunch tutoring, and Saturday School.	Decrease in the percentage of student failures per semester.
Provide tutoring and enrichment opportunities through after school extended learning, Saturday school, and partnership with our community school program.	Attendance in programs, decrease in quarterly failure rates

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	91	% with advanced degrees	34.4
% receiving effective rating or higher		% first-year teachers	0
% highly qualified (HQT)*	100	% with 1-5 years of experience	11
% certified in-field**	100	% with 6-14 years of experience	41
% ESOL endorsed	18.9	% with 15 or more years of experience	39

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

Describe your school’s efforts to recruit and retain a highly qualified, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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

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

Sharon	Joe	Black	Support Employee
Dawn	Gray	White	Parent
Kim	Dumaine	White	Parent
Dorothy	Kilkelly	White	Business/Community
Laura	Rounds	White	Parent
Michael	Hernandez	Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		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 <i>(Describe the measures being taken to meet compliance below.)</i>

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

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Michael Hernandez
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Please state the days / intervals that your 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. Attached budget if preferred.

ACT and SAT vouchers- \$5000
Teacher Mini-Grants and Professional Development- \$5000