

Broward County Public Schools

Northeast High School



2016-17 Schoolwide Improvement Plan

Northeast High School

700 NE 56TH ST, Oakland Park, FL 33334

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

	2015-16	2014-15	2013-14	2012-13
Year	D	C*	C	C
Grade				

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Northeast High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Northeast High School is to foster a safe environment for individual students to acquire the life skills, both intellectual and personal, which will enable them to become self-directed learners both now and in the future.

b. Provide the school's vision statement.

Enabling the students to become self-directed learners both now and in the future.

2. School Environment

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

At Northeast High School the faculty and staff learn about students' cultures through the use of a personalization period for each student. The faculty connects with the students by developing student centered activities based on the interest of the students. The teachers learn this information through the use of surveys, class discussions, and other formative assessments. The class is a non-academic class and was implemented for the sole purpose of building and bridging the relationships between the teachers and the students.

The faculty and staff work to develop relationships with students by serving as adult mentors to the students whenever necessary. Dedicated teachers work with a small group of students to discuss their emotional state, social state, and academic endeavors. During these times teachers have the opportunity to delve into students' lives and gain knowledge about their cultural and socio-economic backgrounds.

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

Our school's safe environment is created through constant monitoring from security, administration and teachers. Security and Administration arrive 30 minutes before the school day starts to help with students that arriving to school. During After school hours, the school houses an after-school YMCA program, which provides security to help monitor the school during the program. During the school day, all staff members monitor the hallways by being in designated areas or greeting students at their doors when students are transitioning. The school utilizes one security specialist in the camera room at all times to monitor the campus, while 4 security specialist monitor the campus of foot, providing a safe environment during the school day. Also relationships with students is an important aspect to keep our school safe that our security team, administrators, clerical and teachers encourage students to communicate freely with all staff without the fear of consequences.

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

Northeast High School implements the Discipline Matrix published by Broward County Schools. Discipline is given quickly and equitably through administration, while teachers make sure to re-

engage students when unwanted behavior is present and are encourage to celebrate students who demonstrate appropriate behavior. The school has implemented a positive behavior plan and shares the expectations to all students, through teachers, administrators and security personnel.

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

To meet the students' social-emotional needs the school employs a variety of high qualified staff members that are prepared to meet the needs of the students. The staff includes: four (4) guidance counselors, one (1) social worker, one (1) family counselor, one (1) psychologist, RTI Problem Solving, and ESE support facilitators.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The school's utilizes its teachers, guidance counselors, social workers, and family counselor as primary communicators with families. Through regular communication and utilizing different technologies, such as, Parent-Link and email, families are kept well-informed of their student's academic status. The school district uses the Pinnacle grade book system, which is a web-based system that allows parents 24/7 access to their student's grade and attendance information. Parents can also set email alerts for grades and attendance on this system. The school also hosts a variety of parent nights on topics such as college, financial aid, testing, Student Advisory Council and multiple showcases for our Magnet programs. The school's mission and vision are communicated at all events.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Potential partners are identified throughout the community by school staff or self-referral. Once identified the school arranges a meeting to discuss the possibility of a partnership that will be mutually beneficial. Once agreed upon activities are determined, the partnership moves into the implementation phase. It is our hope that our partnerships help our community and help teach students how important it is to give back to the community.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Valachovic, Anthony	Principal
Boltz, Lora	Assistant Principal
Fisher, Keith	Assistant Principal
Pacella, Casey	Assistant Principal
Thompson, Allan	Assistant Principal
Erie, Brenda	School Counselor
Flanagan, Carolyn	Teacher, K-12
Berkley, Patrick	SAC Member
Thompson, Erin	Instructional Coach
Hinkson, Ruth	Teacher, ESE
Bacigalupi, Ashley	Teacher, K-12
Beavers, Lecorey	Teacher, K-12
Manchester, Randolph	Teacher, K-12
Flinn, Randa	Teacher, K-12
Mora, Fernando	Teacher, K-12
Bacigalupi, Leonardo	

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The leadership team consists of several faculty and staff members who convene to develop or implement the instructional decisions that are determined necessary by the principal. The principal is the person who facilitates all aspects of the leadership team. As the facilitator he sets the tasks, leads the meetings, conducts the follow-ups, and monitors the outcomes of the school wide initiatives. Each of the members of the leadership team are charged with completing the tasks assigned by the the principal and ensuring the implementation of the school wide initiatives, by the teachers, within each department. Each member of the team has the opportunity to provide their input, thoughts, and considerations into all of the decisions, creating a collaborative team environment. The members of the team serve as mentors, identify school needs, identify and utilize school resources, analyze the school data, and provide content area knowledge.

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

The school's leadership team meets as a whole and as subgroups to identify and allocate resources. However prior do doing so we conduct formal and informal needs assessments to determine what resources are needed. Personnel resource need and identification is primarily handled by the principal and assistant principals. Instructional and curricular resources are handled by our curriculum coaches and department heads. In these cases, the department or group of individuals identifies a need and a product or solution to fit that need. That is communicated to the department head or curriculum coach who in turn brings the proposal forward to the administration for consideration and funding if approved.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Anthony Valachovic	Principal
Summer Cortes	Student
	Student
Danielle Dottin	Student
Carolyn Nobles	Parent
Safiya Scott	Teacher
Leonardo Bacigalupi	Teacher
Dawn Sales	Teacher
Randa Flinn	Teacher
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At each SAC meeting during the school year the committee dedicates a portion of the meeting reviewing the school improvement plan and monitoring the progress of it's implementation.

b. Development of this school improvement plan

The school improvement plan is developed with contributions from the SAC chairs, SAC committee, the school's leadership team with recommendations that are solicited from any stake holder that represents the school. Once the plan is developed it is presented to the committee for input and recommendations for its implementation. Once the plan is complete it must be approved by SAC vote.

c. Preparation of the school's annual budget and plan

The school's budget is presented to SAC for transparency. The SAC contributes and approve the expenditure of all accountability funds.

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

School Improvement funds were used to compensate the teachers that participated in the annual Freshman Camp: \$500 for the lead teachers, \$300 for an assistant teacher, \$300 for an assistant teacher.

Speech Pathologist: \$29,000

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Pacella, Casey	Assistant Principal
Thompson, Erin	Instructional Coach
Erie, Brenda	School Counselor
Flanagan, Carolyn	Teacher, K-12
Pickett, Leslie	Teacher, K-12
Hinkson, Ruth	Teacher, ESE
Flinn, Randa	Other
Mora, Fernando	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy throughout the school by ensuring that each curricular area addresses literacy within their specific content. The LLT members are our curriculum leaders as well as our reading coach and PASL designee and thus responsible for ensuring that literacy is being utilized within all our departmental PLC's.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

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

The principal at Northeast, and all of the assistant principals, utilize an open door policy; which sets the tone for positive interaction and open communication between administration and the staff. This policy essentially sets an example for the rest of the school. The open communication at the school creates a positive work environment for the teachers, which in turn creates a positive school environment for the students. The majority of the teachers have 2 planning blocks that allow for collaboration time with colleagues. Teachers also have the option to be a part of a professional learning community. During these time periods the teachers have the opportunity to plan collaboratively, create common assignments and assessments, monitor student data, and analyze student data. The teachers use the student data to modify instruction as needed. The school also offers peer (teacher to teacher) trainings and best practice sharing during these times.

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

The school advertises on the district's website for all vacant positions. School staff attends all district hiring fairs. The district's site applitract.com is also reviewed for suitable applicants. Eligible transfers may qualify for a bonus through the TIF grant.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Northeast High School, like all Broward County Schools, make sure that all new teachers complete our TIER program. TIER, pairs new teachers with a mentor that is within their department to help learn, school policies, classroom management, county policies and how our teachers are evaluated. This program makes sure that support is given to improve teachers daily instruction to raise our student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Each of the core instructional subjects are required to complete 2 mini assessments each month. The mini-assessments are a 10 question quiz that covers at least 2 of the state assessed standards. The mini assessments and the results of the assessments are submitted to the curriculum leaders once completed. This allows the school to monitor and track the implementation of the assessments.

The core instructional subjects all utilize textbooks, resources, and materials that are aligned to the current state standards.

The building administrators meet with teachers on a quarterly basis to review student data and progress towards meeting proficiency on the assessed standards by utilizing the data from the mini assessments.

b. Instructional Strategies

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

All faculty and staff are provided with the demographic background information for each student, as well as performance on all state standardized assessments. Teachers are responsible for knowing the student's information and incorporating the necessary accommodations into the curriculum. Teachers present information in various forms to adhere to the needs of the different types of learners. Students are provided opportunities to be reassessed on standards on which they have not shown proficiency. Tutoring opportunities for various subjects are available throughout the entire school year for students who are having difficulty displaying proficiency. Teachers utilize technology that provide remediation and enrichment based on students' performance levels. Teachers also utilize technology that translates English into other languages.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,440

After school program targeting students who need to pass FSA, FCAT, or Algebra EOC. Students voluntarily participate in after school remediation with low student/teacher ratio to provide them additional resources and practice prior to sitting to the test.

Strategy Rationale

Students need additional time to focus on areas of deficiency and get additional strategies to support them in passing required assessments

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Erin, erin.thompson@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is student attendance and success on assessment(s). Passing rate will assist in determining effectiveness of strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Incoming

Northeast visits its primary feeder school to share school/course information with 8th grade students each spring. Curriculum information is given and student questions are answered. The school hosts a Magnet Open House for incoming freshman and their families each spring. Information is provided about academics, athletics and activities. Each incoming 8th grade student sits with a guidance counselor and makes course selections one-on-one. Approximately 2 weeks prior to the start of the school year Northeast hosts a Freshman Camp where all incoming 9th grade students are invited to come to the school for 3 days. Students participate in 4 different breakout sessions and various activities that provide them the opportunity to get acclimated to the campus.

Outgoing

Some of the strategies Northeast High school uses, is engaging the students in interactive classroom programs three times per year, host college planning nights/Financial Aid nights with local colleges/universities and the Florida Department of Education, promoting college spirit days by encouraging teachers and staff to wear their college shirts, partnering with private and state universities to hosts "instant decision" days where Seniors would be prepared to complete and submit a college application along with all supporting documents and receive an admissions decision on the spot,

partner with the local rotary clubs to create and promote scholarships, encourage school Alumnus to speak with current students and promote higher education and scholarships.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Northeast provides support in this area by the use of our BRACE supervisor. Our Brace supervisor coordinates with colleges and universities to come in and speak with students, as well as setting up fairs where students can apply to colleges and can be accepted on the spot. Academic nights are also used to teach students and parents about financial aid, career paths and other post secondary goals.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Northeast High School offers three areas where students can achieve an industry certification. The programs that are offered in Northeast High School are National Academy of Finance, Academy of Informational Technology, and Health Occupations Students of America. These programs can lead to certifications in Adobe Dreamweaver, Adobe Flash, Microsoft Office Suite, Quickbooks, and Health Professional Certifications.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Northeast now offers two new programs that integrate carer and technical education with academic courses. Biotechnology and Alternative Energy are two programs that give students an opportunity to learn about two areas of science that utilizes many different forms of technology and will give students chances to participate in projects that will have them use new technology, like a 3d printer and being able to engineer one of a kind products that will help solve some of our real world problems in energy.

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

Northeast provides students with multiple resources to prepare our students for their post secondary goals. We have programs in place to provide students with challenging projects through after school clubs, for instance our EPICS and Junior Academy of Science and we also provide students with resources to help build the students academically resulting in students being at an appropriate level when attending post secondary endeavors.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Northeast's goal is to increase student proficiency performance on the Florida Standards Assessments, in all subject areas, to increase the points accumulated towards the overall school grade calculation.

- G2.** Northeast's goal is to have a twenty percent (20%) increase in math proficiency in all state assessed End of Courses exams as compared to the 2015-2016 school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Northeast's goal is to increase student proficiency performance on the Florida Standards Assessments, in all subject areas, to increase the points accumulated towards the overall school grade calculation. 1a

G084544

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	50.0

Targeted Barriers to Achieving the Goal 3

- Incorporating standard based assessments and monitoring student progress

Resources Available to Help Reduce or Eliminate the Barriers 2

- District trainers on instructional time
- Best practices trainings

Plan to Monitor Progress Toward G1. 8

Progress towards the goal will be determined by the mini assessments and the student proficiency data as determined by the mini assessments

Person Responsible

Leonardo Bacigalupi

Schedule

Biweekly, from 9/5/2016 to 4/21/2017

Evidence of Completion

Student performance on the mini assesments and on the Florida Standards Assessments

G2. Northeast's goal is to have a twenty percent (20%) increase in math proficiency in all state assessed End of Coures exams as compared to the 2015-2016 school year. 1a

G084545

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	20.0

Targeted Barriers to Achieving the Goal 3

- Instructional resources available

Resources Available to Help Reduce or Eliminate the Barriers 2

- Personalized math instruction programs implemented in the classroom
- Utilizing a pacing guide
- Developing a student study guide

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Northeast's goal is to increase student proficiency performance on the Florida Standards Assessments, in all subject areas, to increase the points accumulated towards the overall school grade calculation. 1

G084544

G1.B2 Incorporating standard based assessments and monitoring student progress 2

B224657

G1.B2.S1 Implement the use of mini assessments that assess state tested standards in all courses 4

S237063

Strategy Rationale

Teachers utilize the assessments to monitor students' progress towards proficiency on state assessments

Action Step 1 5

Identify the areas of need through data desegregation

Person Responsible

Anthony Valachovic

Schedule

On 8/10/2016

Evidence of Completion

Content area needs per department

Action Step 2 5

Communication of information to the faculty and staff

Person Responsible

Anthony Valachovic

Schedule

Biweekly, from 8/15/2016 to 9/2/2016

Evidence of Completion

Faculty/Staff Meeting agenda

Action Step 3 5

Development of common mini assessments per subject area

Person Responsible

Lora Boltz

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Mini assessment

Action Step 4 5

Implementation of the mini assessments in the classrooms

Person Responsible

Allan Thompson

Schedule

Biweekly, from 9/5/2016 to 4/21/2017

Evidence of Completion

Student results

Action Step 5 5

Monitoring student proficiency on the mini assessments

Person Responsible

Leonardo Bacigalupi

Schedule

Biweekly, from 9/5/2016 to 4/21/2017

Evidence of Completion

Student results

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers will submit their mini assessment data into a school data base and to their respective curriculum leaders and/or instructional coaches. The data base will be monitored by the school's assessment coordinator. The data for all teachers and students will be compiled by the assessment coordinator and reported to each assistant principal and the principal.

Person Responsible

Leonardo Bacigalupi

Schedule

Biweekly, from 9/5/2016 to 4/21/2017

Evidence of Completion

Submitted mini assessments Submitted mini assessment student proficiency data
Administrative walk-throughs Internal assessment database

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Students display proficiency on the mini assessments

Person Responsible

Lora Boltz

Schedule

Weekly, from 1/9/2017 to 4/21/2017

Evidence of Completion

Seventy (70) percent mastery on the assessed standards per subject area, per student

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 A306212	Identify the areas of need through data desegregation	Valachovic, Anthony	7/25/2016	Content area needs per department	8/10/2016 one-time
G1.B2.S1.A2 A306213	Communication of information to the faculty and staff	Valachovic, Anthony	8/15/2016	Faculty/Staff Meeting agenda	9/2/2016 biweekly
G1.MA1 M312324	Progress towards the goal will be determined by the mini assessments and the student proficiency...	Bacigalupi, Leonardo	9/5/2016	Student performance on the mini assesments and on the Florida Standards Assessments	4/21/2017 biweekly
G1.B2.S1.MA1 M312322	Students display proficiency on the mini assessments	Boltz, Lora	1/9/2017	Seventy (70) percent mastery on the assessed standards per subject area, per student	4/21/2017 weekly
G1.B2.S1.MA1 M312323	Teachers will submit their mini assessment data into a school data base and to their respective...	Bacigalupi, Leonardo	9/5/2016	Submitted mini assessments Submitted mini assessment student proficiency data Administrative walk-throughs Internal assessment database	4/21/2017 biweekly
G1.B2.S1.A4 A306215	Implementation of the mini assessments in the classrooms	Thompson, Allan	9/5/2016	Student results	4/21/2017 biweekly
G1.B2.S1.A5 A306216	Monitoring student proficiency on the mini assessments	Bacigalupi, Leonardo	9/5/2016	Student results	4/21/2017 biweekly
G1.B2.S1.A3 A306214	Development of common mini assessments per subject area	Boltz, Lora	8/22/2016	Mini assessment	6/2/2017 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Northeast's goal is to increase student proficiency performance on the Florida Standards Assessments, in all subject areas, to increase the points accumulated towards the overall school grade calculation.

G1.B2 Incorporating standard based assessments and monitoring student progress

G1.B2.S1 Implement the use of mini assessments that assess state tested standards in all courses

PD Opportunity 1

Development of common mini assessments per subject area

Facilitator

Curriculum Leaders

Participants

Faculty

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

PD Opportunity 2

Monitoring student proficiency on the mini assessments

Facilitator

Leonardo Bacigaupi, Safiya Scott, Dawn Sales

Participants

Faculty

Schedule

Biweekly, from 9/5/2016 to 4/21/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Northeast's goal is to increase student proficiency performance on the Florida Standards Assessments, in all subject areas, to increase the points accumulated towards the overall school grade calculation.

G1.B2 Incorporating standard based assessments and monitoring student progress

G1.B2.S1 Implement the use of mini assessments that assess state tested standards in all courses

TA Opportunity 1

Identify the areas of need through data desegregation

Facilitator

District Personnel

Participants

Administrators, Leadership Team

Schedule

On 8/10/2016

VII. Budget

1	G1.B2.S1.A1	Identify the areas of need through data desegregation				\$0.00
2	G1.B2.S1.A2	Communication of information to the faculty and staff				\$0.00
3	G1.B2.S1.A3	Development of common mini assessments per subject area				\$0.00
4	G1.B2.S1.A4	Implementation of the mini assessments in the classrooms				\$0.00
5	G1.B2.S1.A5	Monitoring student proficiency on the mini assessments				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1382	120-Classroom Teachers	1241 - Northeast High School	School Improvement Funds		\$5,000.00
					Total:	\$5,000.00