

Broward County Public Schools

# Northeast High School



## 2021-22 Schoolwide Improvement Plan

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# Northeast High School

700 NE 56TH ST, Oakland Park, FL 33334

[ no web address on file ]

## Demographics

Principal: Anthony Valachovic

Start Date for this Principal: 9/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (42%) 2017-18: C (43%) 2016-17: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	66%
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

Year	2020-21	2019-20	2018-19	2017-18
Grade		I	C	C

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

We will foster a safe environment for individual students to acquire life skills, both intellectual and personal, which will enable them to become self-directed learners both now and in the future. The expectation is for students to gain academic knowledge while cultivating the abilities necessary to evolve into a responsible citizen.

#### **Provide the school's vision statement.**

We will have a peaceful, productive, and orderly learning environment that meets the academic, social, and developmental needs of all of our students. Our goal is to provide the highest quality programs that prepare students for a successful high school experience without the need for remediation.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Valachovic, Anthony	Principal	To effectively perform the performance responsibilities using the following knowledge, skills and abilities by providing instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data.
Boltz, Lora	Assistant Principal	<ol style="list-style-type: none"> <li>1. Assists the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources.</li> <li>2. Oversees the master schedule.</li> <li>3. Leads the Math and World Language departments.</li> <li>4. Oversees twelfth-grade discipline.</li> <li>5. Oversees the Guidance department (including ESOL Coordinator).</li> <li>6. Oversees the Magnet department.</li> <li>7. Community school liaison.</li> <li>8. Oversees acceleration through advanced level courses.</li> </ol>
Thompson, Allan	Assistant Principal	<ol style="list-style-type: none"> <li>1. Assists the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources.</li> <li>2. Oversees the master schedule.</li> <li>3. Leads the Math and World Language departments.</li> <li>4. Oversees twelfth-grade discipline.</li> <li>5. Oversees the Guidance department (including ESOL Coordinator).</li> <li>6. Oversees the Magnet department.</li> <li>7. Community school liaison.</li> <li>8. Oversees acceleration through advanced level courses.</li> </ol>
Rivera, Rafael	Assistant Principal	<ol style="list-style-type: none"> <li>1. Assists the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources.</li> <li>2. Oversees the master schedule.</li> <li>3. Leads the Math and World Language departments.</li> <li>4. Oversees twelfth-grade discipline.</li> <li>5. Oversees the Guidance department (including ESOL Coordinator).</li> <li>6. Oversees the Magnet department.</li> <li>7. Community school liaison.</li> <li>8. Oversees acceleration through advanced level courses.</li> </ol>



Name	Position Title	Job Duties and Responsibilities
Flinn, Randa	Magnet Coordinator	<ol style="list-style-type: none"> <li>1. Coordinates all magnet themes and programs</li> <li>2. Manages all magnet related scheduling and discipline</li> <li>3. Promotes magnet programs within feeder schools</li> <li>4. As a SAC member, participates in the development of the district and state SIP</li> <li>5. Member of curriculum council</li> </ol>
Jenkins, Robert	Teacher, ESE	<ol style="list-style-type: none"> <li>1. Manages the ESE department</li> <li>2. Oversees ESE scheduling</li> <li>3. Conducts IEP meetings</li> <li>4. Serves as a liaison between parents and district support services</li> <li>5. Member of the curriculum council</li> <li>6. As a SAC member, participates in the development of the district and state SIP</li> </ol>
White, Nadine	Reading Coach	<ol style="list-style-type: none"> <li>1. Works with students, parents, school staff, guidance counselors, and District Core Curriculum administrators to ensure that site reading literacy initiatives align with District and State initiatives for high-quality instruction and student achievement.</li> <li>2. Assist with improving and sustaining student achievement through literacy.</li> <li>3. Enhance and refine literacy instruction and interventions.</li> <li>4. Provide targeted instructional coaching and build capacity for literacy across the curriculum.</li> <li>5. Develops the 9-12 Comprehensive reading plan.</li> <li>6. Member of the curriculum council.</li> <li>7. Oversees the implementation of the Reading Plus tool</li> </ol>

## Demographic Information

### Principal start date

Wednesday 9/1/2021, Anthony Valachovic

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Total number of teacher positions allocated to the school**

84

**Total number of students enrolled at the school**

1,564

Identify the number of instructional staff who left the school during the 2020-21 school year.

Identify the number of instructional staff who joined the school during the 2021-22 school year.

### Demographic Data

## Early Warning Systems

### 2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	425	415	382	342	1564
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	62	59	50	51	222
One or more suspensions	0	0	0	0	0	0	0	0	0	5	0	1	2	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	106	150	114	65	435
Course failure in Math	0	0	0	0	0	0	0	0	0	55	81	83	46	265
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	106	116	108	51	381
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	114	120	51	110	395
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	142	180	149	146	617

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	3	4	7	14

Date this data was collected or last updated

Monday 10/11/2021

### 2020-21 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	419	418	387	364	1588
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	66	66	83	83	298
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	144	106	111	121	482
Course failure in Math	0	0	0	0	0	0	0	0	0	0	103	121	101	53	378
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	106	120	120	122	468
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	114	118	84	94	410

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	114	118	84	94	410

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	8	2	14

**2020-21 - Updated**

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	419	418	387	364	1588
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	66	66	83	83	298
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	144	106	111	121	482
Course failure in Math	0	0	0	0	0	0	0	0	0	0	103	121	101	53	378
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	106	120	120	122	468
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	114	118	84	94	410

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Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	114	118	84	94	410

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	4	8	2	14

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	57%	56%	40%	58%	56%
ELA Learning Gains				39%	52%	51%	44%	54%	53%
ELA Lowest 25th Percentile				28%	45%	42%	34%	47%	44%
Math Achievement				28%	51%	51%	25%	49%	51%
Math Learning Gains				31%	44%	48%	32%	45%	48%
Math Lowest 25th Percentile				28%	43%	45%	41%	46%	45%
Science Achievement				54%	66%	68%	46%	64%	67%
Social Studies Achievement				52%	71%	73%	47%	70%	71%

### Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	37%	57%	-20%	55%	-18%
Cohort Comparison						
10	2021					
	2019	34%	53%	-19%	53%	-19%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	53%	67%	-14%	67%	-14%
<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019					
<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	51%	67%	-16%	70%	-19%
<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	28%	61%	-33%	61%	-33%
<b>GEOMETRY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	27%	56%	-29%	57%	-30%

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			



Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	15	22	18	4	13	19	17	28		83	36
ELL	19	26	25	11	19	21	33	24		77	36
ASN	50	54								100	80
BLK	33	33	18	11	10	9	36	32		89	47
HSP	34	33	26	13	14	25	43	47		88	42

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	40									85	36
WHT	51	44	25	17	14		68	57		81	55
FRL	34	33	21	11	13	20	41	43		90	43
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	34	20	18	27	27	37	38		78	19
ELL	14	34	24	28	38	35	24	20		68	54
BLK	33	38	29	23	30	22	47	45		87	36
HSP	35	37	26	28	33	44	53	53		86	48
MUL	47	57		38	9		55				
WHT	49	44	35	35	31	24	70	62		78	40
FRL	36	38	29	28	33	31	52	48		84	37
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	32	18	16	36	50	23	30		56	40
ELL	7	33	35	11	32			20		70	36
ASN	54	55		42							
BLK	35	37	29	22	29	39	38	40		88	39
HSP	40	48	40	25	35	47	44	46		84	46
MUL	54	45		9							
WHT	49	50	21	34	37	38	69	69		72	37
FRL	38	43	33	24	31	41	44	46		84	42

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	396
Total Components for the Federal Index	11
Percent Tested	81%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

In ELA, the data components reflects low learning gains in the bottom 25%. A significant number of Students with Disabilities and English Language Learners scored in the lowest quartile. Black/African American students scored low as evidenced of an increase of 1% of the previous year. In Math, the learning gains for the lowest 25% was 17. Perhaps, a contributing factor to all low performing areas contributes to the effects of virtually learning and attendance.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to Florida Standards Assessments, the areas of improvement are reading proficiency and mathematic concepts.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Based upon FSA data, students show a deficiency in grade level reading proficiency mathematical concepts.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

To address student academic progress and deficiency, we provide two additional resources called Imagine Math and Reading Plus for all students to assist build academic growth.

#### What strategies will need to be implemented in order to accelerate learning?

Students progress will be monitored through bi-weekly Progress Monitoring Assessments and pull-out/push-in assistance.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will enhance their knowledge through Professional Learning Communities and trainings conducted by instructional coaches.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will continue support students through our newly developed ESSER program to enhance student academic success.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. ESSA Subgroup specifically relating to English Language Learners

**Area of Focus Description and Rationale:** For the 2021-2022 scholastic year, Northeast High will focus on grade level reading and mathematic proficiency for English Language Learners (ELL). Based upon school's data, Northeast High's overall ESSA Federal Index is 34% of ELL students. Our goal is to increase from 34% to 41% or higher as measured by the Florida Standards Assessment.

**Measurable Outcome:** By Spring 2022, Northeast High English Language Learners will increase to 41% or higher as measured by the ESSA Federal Index.

**Monitoring:** Student outcomes will be monitored through Progress Monitoring Assessments and monthly PLC focus.

**Person responsible for monitoring outcome:** John Lane (john.lane@browardschools.com)

**Evidence-based Strategy:** Through instructional push-ins/push-outs and differentiated instruction.

**Rationale for Evidence-based Strategy:** The rationale for this strategy is based on academic data results.

#### Action Steps to Implement

*No action steps were entered for this area of focus*

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	For the 2021-2022 scholastic year, Northeast High will focus on grade level reading and mathematic proficiency for Students with Disabilities.  Based upon school's data, Northeast High's overall ESSA Federal Index is 32% of Students with Disabilities. Our goal is to increase from 32% to 41% or higher as measured by the Florida Standards Assessment.
<b>Measurable Outcome:</b>	By Spring 2022, Northeast High School will increase 41% or higher as measured by the ESSA Federal Index.
<b>Monitoring:</b>	Student outcomes will be monitored through Progress Monitoring Assessments and monthly PLC focus.
<b>Person responsible for monitoring outcome:</b>	Laurel Bifora (laurel.bifora@browardschools.com)
<b>Evidence-based Strategy:</b>	Through instructional push-ins/push-outs and differentiated instruction.
<b>Rationale for Evidence-based Strategy:</b>	The rationale for this strategy is based on academic data results.

**Action Steps to Implement**

Review of IEP and assessment data

**Person Responsible** Robert Jenkins (robert.jenkins@browardschools.com)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**After reviewing the discipline data for Northeast High School on SafeSchoolsforAlex.org, a primary area of concern was identified. The primary area of disciplinary concern is Violent Incidents. This domain has significantly decreased from 61 incidents in 2018-2019 to 40 incidents in 2019-2020. Although there was a slight decrease in violent incidents, there is still opportunity for improvement.**

**With a focus on teaching the expectations, Northeast High has developed a School-wide Positive Behavior Plan that will foster a positive school culture. As a school, we build positive school culture and environment by all students and stakeholders demonstrative respectful expectations.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Our school will create a positive culture by reviewing school wide data in collaboration with school counselors student support staff such as SSW, BRACE advisor to develop a comprehensive school counseling plan to address the academic, personal/social career/college readiness needs. SEL surveys will be conducted to the whole school to identify SEL needs of students. The school psychologist and School counselors use survey results to conduct voluntary small groups/workshops to help students learn skills to self-regulate, manage emotions, and build time management/organizational skills. Weekly collaboration with School Social Worker, School Psychologist, and School counselors to follow through on teacher referrals and parent concerns regarding students' academic and SEL needs and accessing community and school resources to ensure student needs are met. In addition, Parent Nights are hosted each semester to provide support, opportunities, and resources to parents and students based on students' academic, career/college, SEL needs. Also, collaboration with Broward Technical College, Broward College, and Embry Riddle to provide career/college opportunities through dual enrolment and career dual enrollment to all students. Extra support is provided through extended learning and extracurricular opportunities to support students through the YMCA LEAP afterschool program.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parents, teachers, community members and staff will continue to be involved in our decision making processes to work toward obtaining goals.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00