Northeast High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: C (44%) 2018-19: C (42%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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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700 NE 56TH ST, Oakland Park, FL 33334

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		I	C

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SIP Authority

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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. 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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	1. Assists the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources. 2. Oversees the master schedule. 3. Leads the Science and World Language departments. 4. Oversees twelfth-grade discipline. 5. Oversees the Guidance department (including ESOL Coordinator). 6. Oversees the Magnet department. 7. Community school liaison. 8. Oversees acceleration through advanced level courses.
Thompson, Allan	Assistant Principal	1. Assists the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources. 2. Leads the Math, Business, and AFJROTC departments. 3. Oversees eleventh-grade discipline. 4. Oversees athletics. 5. Oversees food services. 6. Oversees the security team. 7. Oversees technology including property and inventory. 8. Oversees state-mandated testing
Rivera, Rafael	Assistant Principal	1. Assists the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and material resources. 2. Leads the English and ESE departments. 3. Oversees all clericals and para-professionals. 4. District PASL leadership member. 5. Oversees all school-related activities except for athletics. 6. Oversees ninth-grade discipline. 7. Oversees graduation preparations and ceremonies.
Sales, Dawn	Assistant Principal	1. Assists the principal in providing vision and leadership to develop, administer and monitor educational programs that optimize the human and

Name	Position Title	Job Duties and Responsibilities
		material resources. 2. Leads the social studies, fine arts, and physical education departments. 3. Oversees all physical plant operations, including facility maintenance. 4. Oversees transportation at the school level. 5. Oversees tenth-grade discipline. 6. Oversees acceleration through industry certification.
Flinn, Randa	Magnet Coordinator	1. Coordinates all magnet themes and programs. 2. Manages all magnet related scheduling and discipline. 3. Promotes magnet programs within feeder schools. 4. As a SAC member, participates in the development of the district and state SIP. 5. Member of curriculum council.
Jenkins, Robert	Teacher, ESE	1. Manages the ESE department. 2. Oversees ESE scheduling. 3. Conducts IEP meetings. 4. Serves as a liaison between parents and district support services. 5. Member of the curriculum council. 6. As a SAC member, participates in the development of the district and state SIP.
White, Nadine	Reading Coach	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. 2. Assist with improving and sustaining student achievement through literacy. 3. Enhance and refine literacy instruction and interventions. 4. Provide targeted instructional coaching and build capacity for literacy across the curriculum. 5. Develops the 9-12 Comprehensive reading plan. 6. Member of the curriculum council.

Demographic Information

Principal start date

Wednesday 7/1/2015, Anthony Valachovic

Number of teachers with a 2022 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.*

11

Number of teachers with a 2022 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.*

58

Total number of teacher positions allocated to the school

79

Total number of students enrolled at the school

1,555

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

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

13

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	445	433	338	333	1549
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	167	214	185	199	765
One or more suspensions	0	0	0	0	0	0	0	0	0	81	57	32	22	192
Course failure in ELA	0	0	0	0	0	0	0	0	0	50	75	52	37	214
Course failure in Math	0	0	0	0	0	0	0	0	0	87	130	66	36	319
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	159	139	28	32	358
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	242	152	99	11	504
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	6	8	2	0	16

Using the table above, complete the table below with the number of students by current grade level who have 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	196	166	102	92	556

Using current year data, complete the table below with the number of students identified as being "retained.":

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	45	45
Students retained two or more times	0	0	0	0	0	0	0	0	0	7	1	2	11	21

Date this data was collected or last updated

Thursday 9/1/2022

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	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	

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

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	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	

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	52%	51%				37%	57%	56%
ELA Learning Gains	41%						39%	52%	51%
ELA Lowest 25th Percentile	37%						28%	45%	42%
Math Achievement	14%	41%	38%				28%	51%	51%
Math Learning Gains	37%						31%	44%	48%
Math Lowest 25th Percentile	54%						28%	43%	45%
Science Achievement	40%	35%	40%				54%	66%	68%
Social Studies Achievement	54%	51%	48%				52%	71%	73%

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

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	67%	-14%	67%	-14%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	67%	-16%	70%	-19%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	28%	61%	-33%	61%	-33%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	27%	56%	-29%	57%	-30%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	32	28	13	42	54	12	24		82	13
ELL	13	40	41	7	34	42	18	30		86	45
ASN	80	50									
BLK	29	40	33	10	38	56	36	55		88	33
HSP	33	41	44	13	32	47	41	46		91	43
MUL				27	60						
WHT	44	45	32	26	46	64	48	75		84	44
FRL	32	40	35	12	36	54	36	53		90	38

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
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	48

ESSA Federal Index	
Total Points Earned for the Federal Index	488
Total Components for the Federal Index	11
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 ELL and Students with Disabilities. According to data reports, Math achievement is lower in Students with Disabilities and English Language Learners. However, Math data demonstrates learning gains. Perhaps, a contributing factor to low performing students can be contributed to poor attendance and lack of previous virtual engagement.

What data components, based off progress monitoring and 2022 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 and mathematical concepts.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement is evident from Social Studies achievement.

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

To address student progress and deficiency, we utilize additional resources called Read 180 for students to enhance academically.

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

Students progress will be monitored through bi-weekly Progress Monitoring Assessment 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 additional support program to enhance academic success.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	For the 2022-2023 scholastic year, Northeast High will focus on grade level reading and mathematic proficiency for Students with Disabilities.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By Spring 2023, Northeast High School will increase 41% of higher as measured by the ESSA Federal Index.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student outcomes will be monitored through Progress Monitoring Assessments and monthly PLC focus.
Person responsible for monitoring outcome:	Robert Jenkins (robert.jenkins@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Through instructional support and differentiated instruction.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for this model is based upon academic data results.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-Beginning September 2022, teachers will participate in professional development to acquire strategies for the effective inclusion of SWD.
-Within their monthly PLCs, teachers will develop curricular accommodations and modifications in their classes, embedding IEP goals into instructional activities and natural contexts.
-General and special education teachers will use the Florida Standards as the foundation for the instruction of all SWDs.
-Teachers will modify learning goals and instruction for SWDs using the same, or similar, age appropriate materials as those used by students without disabilities.
-The ESE Specialist and the facilitators will play an important role in ensuring the implementation of this strategy and provide additional support Therefore, to enhance, teachers will need further development in inclusive methods and grouping of SWD students, research-based and age-appropriate instructional materials, and supplemental technology.
-Teachers will utilize standard-based progress monitoring assessments (PMA) to gauge student knowledge and adjust instruction as needed. The data collected will be used as a means for professional growth within the PLC setting. It will also assist in the development of future common assessments.
-The School Leadership Team will monitor fidelity of the implementation through classroom observations (informal/formal), PLC minutes/agendas, lesson plans, and PMA data.
-IEP meetings will further ensure each SWD need is met and provide teachers with the necessary support.

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

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	For the 2022-2023 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 37% of ELL students. Our goal is to increase from 37% to 41% or higher as measured by the Florida Standards Assessment
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By Spring 2023, Northeast High English Language Learners will increase to 41% or higher as measured by the ESSA Federal Index.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Student outcomes will be monitored through Progress Monitoring Assessments and monthly PLC focus.
Person responsible for monitoring outcome:	Laurel Bifora (laurel.bifora@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Instructional support guides students' ongoing academic development and differentiated instruction tailors lessons to meet each student's individual interests, needs, and strengths.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Student-centered instructional support will guide students' ongoing academic development. Differentiated Instructions will tailor lessons to meet each student's individual interests, needs, and strengths based on on-going data results.

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

-In September 2022 and continuously, teachers will participate in monthly professional development (PD) to build capacity for differentiated instruction.
-Within their monthly PLCs, teachers will create targeted developmental practices for ELLs within a differentiated classroom.
-Instructors will engage students in authentic, real-world experiences while providing explicit instruction. -Resources are a crucial component to the success of this goal. Therefore, to be effective, teachers will need further PD in instructional methods and grouping of ELL students, research-based and authentic ELL instructional materials, and supplemental technology.
-Teachers will utilize standard-based progress monitoring assessments (PMA) to gauge ELL student knowledge and adjust as needed. The data collected will be used as a means for professional growth

within the PLC setting. It will also assist in the development of future common assessments and pull-out/ push- support.
-The School Leadership Team (SLT) will monitor implementation and fidelity through classroom observations (informal/formal), PLC minutes/agendas, lesson plans, and PMA data.

Person Responsible   Laurel Bifora (laurel.bifora@browardschools.com)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Northeast High 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. Also, ESSR resources such as pull-outs and after school tutoring will be utilized.

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

Parents, teachers, community members and staff will continue to be involved in our decision making processes to work toward obtaining goals and provide additional support through collaborative efforts.