Northeast High School

2023-24
Schoolwide Improvement Plan (SIP)

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Northeast High School

5500 16TH ST N, St Petersburg, FL 33703

http://www.northeast-hs.pinellas.k12.fl.us

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

All Northeast High School Students will graduate prepared for college and career.

Provide the school's vision statement.

100% Student Success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Hernandez, Michael	Principal	Oversee the safety, operations, and student learning of Northeast High School.
Allison, Walter	Assistant Principal	Oversee the safety, operations, and student learning of Northeast High School.
McWilliams, Aaron	Assistant Principal	Oversee the safety, operations, and student learning of Northeast High School.
Rodgers, Lindsay	Assistant Principal	Oversee the safety, operations, and student learning of Northeast High School.
Mullaney, Stacy	Assistant Principal	Oversee the safety, operations, and student learning of Northeast High School.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

During pre-planning before the opening of school we hold several sessions to review and get input from all stakeholders to develop a comprehensive SIP plan. Our SAC (which consists of all stakeholder groups), PTO (Parent/Teacher Organization), teachers, staff, students, and parents will be presented with our SIP goals and initiatives for approval during these sessions. Feedback and amendments will be made as needed.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Our plan will be monitored on a monthly basis to determine our impact on student achievement among all ESSA subgroups. We will use district and state progress monitoring data to determine needs and adjustments to teaching and learning to help our students succeed. Revision to our SIP plan will occur as needed throughout the academic year for continuous improvement.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	47	50	48	51	51	48		
ELA Learning Gains				50			54		
ELA Lowest 25th Percentile				37			39		
Math Achievement*	39	36	38	39	38	38	35		
Math Learning Gains				49			31		
Math Lowest 25th Percentile				45			42		
Science Achievement*	57	61	64	55	42	40	61		
Social Studies Achievement*	61	63	66	57	47	48	58		
Middle School Acceleration					45	44			
Graduation Rate	94	92	89	98	61	61	97		
College and Career Acceleration	66	69	65	60	70	67	66		
ELP Progress	40	47	45	57			32		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	94

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	595
Total Components for the Federal Index	11
Percent Tested	97
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	51			
AMI				
ASN	63			
BLK	47			
HSP	57			
MUL	58			
PAC				
WHT	61			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	47			
AMI				
ASN	56			
BLK	43			
HSP	51			
MUL	55			
PAC				
WHT	58			
FRL	50			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			39			57	61		94	66	40
SWD	31			35			40	50		34	6	
ELL	26			38			55	50		55	7	40
AMI												
ASN	54			50			72	50		64	7	54
BLK	29			26			39	44		53	6	
HSP	40			34			53	63		68	7	44
MUL	41			35			63	50		57	6	
PAC												
WHT	55			45			63	68		70	7	29
FRL	36			33			51	50		57	7	40

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	48	50	37	39	49	45	55	57		98	60	57
SWD	32	50	37	10	46	47	32	32		100	29	33
ELL	26	49	37	26	71		24	31		100	44	57
AMI												
ASN	57	59	40	34	45		56	66		100	44	60
BLK	26	43	40	26	38	48	34	35		100	37	
HSP	38	48	44	37	50	20	51	47		99	61	63
MUL	47	46		28	45		59	63		90	63	
PAC												
WHT	57	52	33	45	52	58	62	65		98	66	50
FRL	36	47	36	32	51	50	45	47		98	54	50

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	48	54	39	35	31	42	61	58		97	66	32
SWD	25	37	26	21	34	43	34	49		90	31	38
ELL	15	44	39	13	28	53	19	29		100	72	32
AMI												
ASN	47	55	43	37	34		78	56		96	85	25
BLK	28	41	28	16	26	40	30	39		100	49	
HSP	35	48	53	28	27	50	58	57		99	60	32
MUL	52	61		45	24		56	67		100	60	
PAC												
WHT	60	61	38	45	34	42	70	65		96	69	50
FRL	37	49	39	29	28	43	49	48		95	62	26

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	46%	48%	-2%	50%	-4%
09	2023 - Spring	44%	46%	-2%	48%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	53%	-33%	50%	-30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	46%	-2%	48%	-4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	59%	-6%	63%	-10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	59%	0%	63%	-4%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Math proficiency score was the lowest in comparison with the other grading cells. Factors contributing to the low performance level include poor performance on the newly developed BEST Algebra EOC examination. Our Algebra students scored a proficiency rating of 23%. Students entered into Algebra from Prealgebra with a proficiency rating of an 18%. A slight gain was made; however, many students struggled to meet a proficiency ration on the Algebra EOC examination.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our Algebra students scored a proficiency rating of 23%. Students entered into Algebra from Prealgebra with a proficiency rating of an 18%. A slight gain was made; however, many students struggled to meet a proficiency ration on the Algebra EOC examination. This was the greatest decline from the prior year. Factors contributing to the low performance level include poor performance on the newly developed BEST Algebra EOC examination, and students entering into Algebra from Prealgebra with a low math proficiency rating.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Again, Algebra scores had the greatest gap when compared to the state average. Students who excel in Algebra take the course during their 7th or 8th year. Factors contributing to the low performance level include poor performance on the newly developed BEST Algebra EOC examination, and students entering into Algebra from Prealgebra with a low math proficiency rating.

Which data component showed the most improvement? What new actions did your school take in this area?

Our Social Studies data component had the most improvement this past academic year. Our school focused on utilizing and teaching test taking strategies to help students navigate and perform on the US History EOC. Integrating AVID WICOR teaching techniques assisted students with deepening their knowledge.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our number one concern is attendance. Great attendance is the gateway for student success. The better our school can work with families to accomplish high daily attendance will have a direct impact on students learning and high school success.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1- Improved attendance
2- Improvement in disciplinary incidents

The better we can achieve higher attendance and fewer disciplinary incidents will have a direct impact on our outcomes for academic performance. Attendance + Attitude = Achievement

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency rates are a critical need for our school as many of our learners enter high school below proficiency. 34% of our rising 9th grade learners are proficient in reading. A solid literacy foundation will help students succeed in school and life.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students achieving ELA proficiency will increase to 55%, as measured by Spring 2024 ELA/READING FAST Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

FAST Progress Monitoring Assessments, Pre-AP Assessments, District/School Examinations, Classroom walkthroughs, Implementation of BEST benchmarks will be used for monitoring success.

Person responsible for monitoring outcome:

Michael Hernandez (hernandezmic@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in ELA classrooms to promote learning of the BEST benchmarks and student ownership for learning. Close and Guided Reading strategies will be used across all content areas to promote literacy foundations (numbering paragraphs, text marking, rereading, annotations, response to text, summaries). Anchor charts/posters will be implemented in all ELA classrooms to reinforce learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Focusing on literacy improvement for all students through a positive, collaborative school culture will promote student "agency." The rationale is intended to provide a solid foundation to support students for maximum learning outcomes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers meet in PLCs at least once per month to share ways they are teaching to the full complexity of the benchmarks (literary elements, morphology, rhetoric) incorporating HOT Qs and collaboration into their lessons, and the effect placing students in the productive struggle is having on student growth.

In PLCs teachers also share ways to support students who continue to struggle with engagement in

collaboration around complex tasks like HOT Qs.

Teachers use PLC time to analyze student artifacts to plan reteaching and next steps as applicable.

Teachers will develop and implement a benchmark tracking system to assist learners with their progress for growth and remediation.

Person Responsible: Michael Hernandez (hernandezmic@pcsb.org)

By When: Monthly attended by the ELA/Reading Administrator

ELA and reading teachers receive professional development around B.E.S.T. Benchmarks, FAST Assessment, district resources, HOT Qs, and collaborative structures.

Administrators monitor the implementation of strategies received through professional development during weekly walkthroughs.

Person Responsible: Michael Hernandez (hernandezmic@pcsb.org)

By When: Ongoing (See PD calendars for training options/dates/locations) Principal attends when he can.

Guided Reading/Close Reading School Wide Implementation

Who: All teachers will be trained on our school wide reading protocol (IMAGINE) and anchor charts will be provided for all classrooms.
What: School wide reading protocol.
When: Training provided during preschool and implemented throughout the school year.
Where: All classrooms.
Why: To build reading skill and stamina for all students

Person Responsible: Michael Hernandez (hernandezmic@pcsb.org)

By When: Ongoing throughout the school year.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Math proficiency rates are a critical need for our school as many of our learners enter high school below proficiency. 43% of our rising 8th grade learners are proficient in pre-algebra.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase our overall math proficiency goal to 50% for this academic school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

District Progress Monitoring Assessments (district created formative assessment and all cycle assessments), IXL implementation, Imagin Math and ALEKS implementation, District/School Examinations, Pre- AP Assessments, Classroom walkthroughs, and Implementation of BEST benchmarks will be used for monitoring success.

Person responsible for monitoring outcome:

Walter Allison (allisonw@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Anchor charts will be used to reinforce mathematic vocabulary and deconstructing of math problem sets. IXL fully implemented in both Algebra and Geometry to support student growth in mathematics.

AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in Math classrooms to promote learning of the BEST benchmarks, deconstructing math problems in a systematic way, and student ownership for learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

AVID's College and Career Readiness System of strategies are researched based practices to help all students succeed. Universal design for learning strategies will be included to allow students to have options for how they
demonstrate mastery of learned content. The Pre-AP framework will provide guidance for instructional delivery in Algebra and Geometry. IXL usage has proven effective for progressing student knowledge in mathematics.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers and administration work in Professional Learning groups (PLCs) to collaboratively plan utilizing district and state resources (district planning documents per module, district developed formative assessments, and cycle assessments); to incorporate AVID's WICOR learning support strategies to align to the rigor of the content benchmarks. (Using the district-created planning documents per module with the level 3 achievement level)

Person Responsible: Walter Allison (allisonw@pcsb.org)

By When: Ongoing throughout the year.

Administrators monitor classrooms, provide constructive feedback and participate in teacher reflection to increase effective teaching practices.

Person Responsible: Walter Allison (allisonw@pcsb.org)

By When: Ongoing throughout the year.

Teachers utilize formative and summative assessments data to determine areas of low proficiency and remediation needs for students so that they are able to be reassessed. (Create spiraling review plans from Day 1 so that this occurs to support benchmark proficiency) (District created common assessments)

Person Responsible: Walter Allison (allisonw@pcsb.org)

By When: Ongoing throughout the year.

EOC content focus teachers will attend District Quarterly PLCs for planning for implementation of BEST benchmarks. (Algebra 1A, Algebra 1, and Geometry courses)

Person Responsible: Walter Allison (allisonw@pcsb.org)

By When: Ongoing throughout the year.

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Science proficiency rates are a critical need for our school as many of our learners enter high school below proficiency. 39% of our rising 9th grade learners are proficient in science.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Biology students will achieve a proficiency of a 65% as measured by the Biology EOC.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

District Progress Monitoring Assessments, District/School Examinations, Pre-AP Assessments, Classroom walkthroughs, and Implementation of benchmarks will be used for monitoring success.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in Biology classrooms to promote learning of benchmarks, scientific inquiry, and student ownership for learning. Station rotations will be used to help students learn new materials and remediate areas that need assistance. Anchor charts will be utilized to reinforce school wide literacy initiatives.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

AVID's College and Career Readiness System of strategies are researched based practices to help all students succeed. Universal design for learning strategies will be included to allow students to have options for how they demonstrate mastery of learned content. The Pre-AP framework will provide guidance for instructional delivery in Biology. Anchor charts coupled with Focused Notes will deepen students Biology vocabulary understanding.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers meet in monthly PLC's to review student data (collected from multiple sources, including common assessment and/or quarterly district progress monitoring assessments) and plan action steps related to identified areas of strength or areas identified as needing improvement.

Person Responsible: Aaron McWilliams (mcwilliamsa@pcsb.org)

By When: Ongoing throughout the year.

Teachers intentionally plan in Professional Learning Community (PLC) groups and facilitated planning for students to engage in complex tasks that are aligned to science standards and incorporate AVID's WICOR learning support strategies. Teachers include WICOR strategies into daily lesson plans that support students at all levels.

Person Responsible: Aaron McWilliams (mcwilliamsa@pcsb.org)

By When: Ongoing throughout the year.

Teachers will write into lesson plans and ask Higher Order Thinking Questions in such a way to engage ALL students in thinking, discussing and/or writing responses.

Person Responsible: Aaron McWilliams (mcwilliamsa@pcsb.org)

By When: Ongoing throughout the year.

#4. Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Social Studies proficiency rates are a critical need for our school as many of our learners enter high school below proficiency. 39% of our rising 9th grade learners are proficient in Civics.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

US History students will achieve a proficiency of a 65% as measured by the US History EOC.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

District Progress Monitoring Assessments, District/School Examinations, Classroom walkthroughs, and Implementation of benchmarks will be used for monitoring success.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID WICOR strategies coupled with Literacy Techniques that focus on listening, speaking, reading, and writing will be utilized in US History classrooms to promote learning of benchmarks, inquiry, and student ownership for learning. Anchor charts will be utilized to reinforce school wide literacy initiatives.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

AVID's College and Career Readiness System of strategies are researched based practices to help all students succeed. Universal design for learning strategies will be included to allow students to have options for how they demonstrate mastery of learned content. Anchor charts coupled with Focused Notes will deepen students US History vocabulary understanding.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers work in Professional Learning Community (PLC) groups with facilitated planning support to incorporate AVID's WICOR learning support strategies and create instructional materials aligned to the rigor of content benchmarks.

Person Responsible: Stacy Mullaney (mullaneys@pcsb.org)

By When: Ongoing throughout the school year.

Teachers use benchmark-level data to plan reteaching opportunities for whole-class, small group and individual students based on trends. Teachers connect students to standards-based resources for reteaching and reassess students to determine success of reteaching and inform next steps.

Person Responsible: Stacy Mullaney (mullaneys@pcsb.org)

By When: Ongoing throughout the school year.

Administrators monitor and support the implementation of literacy standards through standards aligned Document Based Question (DBQ) materials and/or Stanford History Education Group (SHEG) lessons in the social studies.

Person Responsible: Stacy Mullaney (mullaneys@pcsb.org)

By When: Ongoing throughout the school year.

Spiraling instruction throughout the year to keep content fresh and relevant. Teachers will work in teams to develop materials for spiraling lessons. We will use HOT questions, accountable talk, and collaborative practice to assess learning.

Person Responsible: Stacy Mullaney (mullaneys@pcsb.org)

By When: Ongoing throughout the year.

#5. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

A positive culture and learning environment is the foundation for conditions for learning. Students need to have positive relationships with teachers and staff to succeed. Likewise, teacher and staff need to work to develop positive relationships with students to maximize desired outcomes.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase our daily attendance rate by 3% and decrease disciplinary infractions by 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored weekly and monthly through our leadership teams for desired outcomes (SBLT, CST, MTSS).

Person responsible for monitoring outcome:

Aaron McWilliams (mcwilliamsa@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Empathy, respect, and appreciation for diversity and differences among others are built into structured and unstructured activities, resources, and time in countless ways within the school climate and community. Meaningful instructional practices include differentiation, leadership groups, extra curricular and academic activities, assemblies, AVID, academy events, spirit events (homecoming week, senior appreciation week, moving-up ceremony, pep assemblies, PMAC events, Just Say Hello initiatives, random acts of kindness), and community/parent nights are ways in which differences in abilities, aptitudes, backgrounds, and other human characteristics, conditions, and dispositions are embraced and celebrated at Northeast High School.
It is of the utmost importance to the faculty and staff of the school to ensure that Northeast High School, including its physical campus and its extended programs, reach beyond the classroom walls and remain inclusive for all students, families, and stakeholders.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students, teachers, parents, business partners, and the community share the responsibility for implementing our school's mission: All Northeast High School Students will graduate prepared for college and career. This is share by all stakeholders reinforcing the Three A's (Attendance, Attitude, Achievement).

Attendance: Students attend classes daily, arrive timely to class, and prepared mentally for learning.
Attitude: Students exhibit scholarship, leadership, partnership, relationship, citizenship, and sportsmanship.
Achievement: Students submit all assigned tasks and never accept zeroes for any assignment.

Attendance + Attitude = Achievement

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

3 A's rewards. Our MTSS/PBIS team will recognize students in a variety of ways for demonstrating the 3A's. Announcements, postings, and token rewards will be given to students who demonstrate great attendance, a positive attitude, and strong achievement.

Person Responsible: Aaron McWilliams (mcwilliamsa@pcsb.org)

By When: Ongoing throughout the year.

Teachers will develop class wide recognitions for students maintaining the 3A's in class. Teachers' PBIS system will directly tie into the school wide recognition system for desired outcomes.

Person Responsible: Aaron McWilliams (mcwilliamsa@pcsb.org)

By When: Ongoing throughout the year.

#6. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

College and Career Acceleration

Our goal is to increase the number of students graduating with an accelerated component to 70%, while maintaining a graduation rate above 90%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to increase our College and Career Acceleration rate to 70% for the 2024 school year.

Our goal is to (a) increase the number of students who successfully pass industry certifications on the CAPE list (b) increase enrollment in DE and AP course work and (c) increased enrollment in AICE courses (College Paper, Marine Science, and Sociology).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Utilize Power BI and the PCS COHORT REPORTING SYSTEM to progress monitor each factor impacting graduation rate and implementing interventions at the whole school, grade level, course level, or student level as needed and appropriate.

Person responsible for monitoring outcome:

Stacy Mullaney (mullaneys@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic scheduling that allows all students multiple opportunities to obtain an Industry Certification, enroll in courses earning Dual Enrollment Credit, and/ or passing AP/AICE examinations.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students will graduate high school with an opportunity to enter college or career and be successful.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Utilize AVID strategies schoolwide and increase enrollment in the AVID elective to provide supports to students accessing AP, AICE, and/or DE coursework.

Person Responsible: Lindsay Rodgers (rodgersli@pcsb.org)

By When: Ongoing throughout the year.

Utilize the AP Potential Report to guide course selection recommendations that match each student's greatest opportunity for success.

Person Responsible: Stacy Mullaney (mullaneys@pcsb.org)

By When: During student enrollment for the next academic year.

Implement a College and Career fair to promote courses of rigor for all students.

Person Responsible: Lindsay Rodgers (rodgersli@pcsb.org)

By When: One month before students select courses for the following school year.

#7. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Pinellas County Schools-Bridging the GAP Plan

Our school and district have a clear achievement gap in our African American subgroup. Our goal is to close the achievement gap by 5% or more in ELA and Mathematics achievement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to raise African American performance in all ESSA categories to 50% or better as measured by the state accountability model.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our Counselor's and Administrator's are aligned by specific cohorts to ensure accuracy of progress monitoring which will in keep African American students on to graduate with multiple accelerated opportunities.

This year we will utilize an MTSS Coach along with our Behavioral Specialist to provide specific supports to help African American students succeed.

Person responsible for monitoring outcome:

Aaron McWilliams (mcwilliamsa@pcsb.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Targeted academic supports from academic coaches, MTSS and Behavioral specialists. Mentoring support for our African American subgroup. AVID College Readiness System, Restorative Practices, UDL, Cultural Teaching strategies, and a focus on building relationships.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

AVID WICOR strategies, Cultural Teaching practices, UDL, and Restorative Practices create a school culture conducive to maximum student learning and improvements. Additional supports from academic coaches and specialist can provide more opportunities for tier 2 and tier 3 supports.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Mentoring and small group tier 2 support.

Person Responsible: Aaron McWilliams (mcwilliamsa@pcsb.org)

By When: Ongoing throughout the school year.

Additional recruitment efforts for black and other minority students for accelerated courses and CTE opportunities.

Person Responsible: Lindsay Rodgers (rodgersli@pcsb.org)

By When: During DAP fairs, shadowing, recruitment, and enrollment periods.

AVID recruitment efforts for black and other minority students (small groups targeting black and multi-racial students who fit AVID locally defined criteria).

Person Responsible: Stacy Mullaney (mullaneys@pcsb.org)

By When: Ongoing and during enrollment/registration periods.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The district allocates SIP funds to each school as prescribed by the legislature. Principals present to the School Advisory Council the amount of their SIP Funds, their SIP, and how the SIP funds will support the plan. The SAC reviews and votes on approval of the SIP and use of SIP funds. The SIP funds are spent in alignment with the SIP, and reviewed by the SAC throughout the year. Expenditures that deviate from the approved SIP are presented to the SAC, which votes to approve or deny the expense.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Information concerning our school budget, Title I budget, and SIP progress will be shared at several meeting to during preschool and during the school year to inform parents. (Freshmen orientation, Back to School Night, PTO, SAC, Academy Nights, College and Career Nights, State of the School Address)

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Partnerships with families and stakeholder groups to get them involved in school wide initiatives, extracurricular activities, and events to keep them informed of how our students are performing and

progressing in school. We will share our data trends and PBIS practices that allow us to sustain a positive culture of learning throughout the school year. (Freshmen orientation, Back to School Night, PTO, SAC, Academy Nights, College and Career Nights, State of the School Address, Athletics, Music Performances, Drama Productions, Homecoming Events, Spirit Week Events, Senior Week Events)

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our school has incorporated academic coaches this year in mathematics and literacy for tier 2 and 3 interventions with our most struggling students. We have embedded a MTSS Coach and Behavioral Specialist to assist with school readiness related to attendance, disciplinary incidents, and academics. We will continue a strong ELP programs to assist all learning with tutoring opportunities during the school year and on select Saturdays. We will continue to provide additional supports through our student's services team of counselors, college and career specialist, VE specialist, social worker, and school psychologist.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A