

NEHS Schoolwide Title I Improvement/Accountability Plan

Improvement/Accountability Plan

Focus of Plan (check the appropriate box): <input type="checkbox"/> LEA <input checked="" type="checkbox"/> School or Charter	Name of LEA: Kansas City Public Schools Name of School or Charter: Northeast High School	Check if appropriate <input checked="" type="checkbox"/> Comprehensive School ***Requires a Regional School Improvement Team <input type="checkbox"/> Targeted School <input type="checkbox"/> Targeted School <input type="checkbox"/> At-Risk <input type="checkbox"/> Other
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Date: May 08, 2020

Purpose: To develop a plan for improving the top 3 needs identified in the needs assessment.

One plan may meet the needs of a number of different programs. Please check all that apply.

- Title I.A School Improvement**
- Title I.C Education of Migratory Children**
- Title I.D Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk**
- Title II.A Language Instruction for English Learners and Immigrant Children**
- Title IV 21st Century Schools**
- Title V Flexibility and Accountability**
- Individuals with Disability Education Act**
- Rehabilitation Act of 1973**
- Carl D. Perkins Career and Technical Education Act**
- Workforce Innovation and Opportunities Act**
- Head Start Act**

McKinney Vento Homeless Assistance Act

Adult Education and Family Literacy Act

MSIP

Other State and Local Requirements/Needs _____

What staff/stakeholders have been involved in the needs assessment and development of this plan?

- Waymond Ervin, Principal
- Jazmine Salach, Vice Principal
- Von Smalley, Vice Principal
- Keyona Powell, Dean of Students
- Veronica Cook, Parent
- Deshonay Worley, Parent

What are the key issues identified from the needs assessment?

- More time to collaborate with content and data teams
- Transparent, consistent and concise communication between all stakeholders
- Standardized protocols for collaboration during leadership meetings and PLCs
- Targeted professional development opportunities to expand knowledge of classroom strategies
- Systematic implementation of PBS strategies

What are the prioritized needs for the LEA or building based on a root cause analysis?

Collaborative Climate and Culture

- a. Increase the number of students without disciplinary referrals by 5%.
- b. Recognize positive behavior utilizing monthly student celebrations
- c. Increase participation in student after school activities by 5%.

Curriculum

- a. Currently, 66% of 9th-grade students are on target to be promoted to the next grade level with their cohort. The 2020-2021 SY goal will be 75% of 9th-grade students are on target to be promoted to the next grade level with their cohort.
- b. Increase the number of teachers by at least six from the BOY receiving a rating of Approaching or better to show targeted coaching

	<ul style="list-style-type: none"> c. Provide coordinated intervention, acceleration, and enrichment for all students through supports that are responsive to individual student needs (“multi-tiered system of supports”) by quarterly monitoring of students with Ds and Fs. d. Ensure that school leaders have access to vital academic data that serve as early warning indicators for students at risk of not graduating on time <p>Attendance</p> <ul style="list-style-type: none"> a. 10% Increase in Proportional Attendance Rate (PAR), which is the number of students coming 85% of the time or more b. Reduce Tardiness by 5%
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What is the COVID-19 response?	<ul style="list-style-type: none"> • Due to COVID-19, Faculty and administration will utilize virtual or online means to meet the needs of students’ learning to ensure their readiness for each grade level. This may include distance learning, extended school year, or further professional development. This may also require the purchase of training, materials and/or technology devise in order to carry out the learning and meet families’ needs during this time of crisis.
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The Goals and the Plan
(Choose no more than 3 goals to focus on with your improvement plan)

Goal #1 – Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #1

By May 2021, the Northeast High School Administrative Team will implement systems and procedures to increase the number of students without disciplinary referrals by 5% as measured by the number of referrals written per month by increasing celebrations and recognition, as well as offering more opportunities for students to participate in after school activities and events during the 2020-2021 SY.

- o **S:** *what specifically are you going to do?*
 - Establish expectations to be fairly and consistently enforced by all educators for all students while utilizing a system for students to earn positive consequences for following school expectations
 - Celebrate and incentivize student attendance, behavioral, and academic success

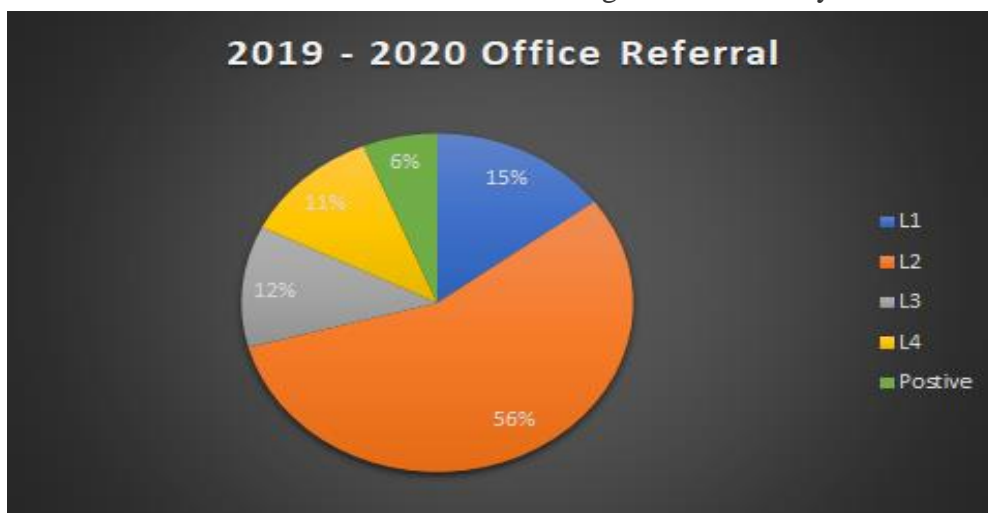
- Encourage more teachers to sponsor after school clubs, pre-schedule student events based on student interest, offer seasonal recruiting events for sports
- **M:** *How will you measure the impact?*
 - The administration will measure the number of referrals per month and compare it with the 2019-2020 SY data
 - Measured anecdotally by student surveys provided once a quarter
 - Compare the number of students enrolled in extracurricular activities from 2019-2020 SY
- **A:** *What will be achieved?*
 - Students and staff will feel welcome and safe at the school
 - Students exhibit positive behaviors that align with the mission and vision at Northeast
 - An increase of 5% of students who do not have disciplinary referrals
 - An increase of 5% of students involved in extracurricular activities
- **R:** *What is relevant? - as determined by your needs assessment and prioritized need*
 - In accordance with KCPS Pillar D.12, the Northeast High School Educational Partners have determined a need to cultivate a focus on results and celebrations results and celebrate continuous improvement to promote a positive learning environment for all students.
- **T:** *What is the time bound commitment?*
 - May 2021 with 30, 60, 90-day checkpoints

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

Northeast High School has experienced a transformation within the school, and even though emphasis has been placed on building a collaborative and positive culture, results from the Mass Insight survey data indicate that this is still an area that needs improvement. During the 2019-2020 SY, students expressed gratitude for celebrations held every 6-8 weeks. An increase in celebrations and specific metrics for those celebrations (attendance, behavior, academics) will increase the number of students being celebrated each month. During the 2019-2020 SY, a total of 1357 referrals were written, with the majority falling under the category of “Fighting” and “Defiance of Authority/Hall Freeze.” There were 89 (6%) positive referrals, 214 (15%) Level 1 infractions, 809 (56%) Level 2 infractions, 168 (12%) Level 3 infractions, and 166 (11%) Level 4 infractions. Increasing positive staff and student interactions, as well as recognizing students for their improvements, will increase the number of students with positive referrals by 5% and decrease the negative referrals by 5%. According to the student council during the 2019-2020 SY, more extracurricular activities need to be offered to reflect the interests of the students. Increasing the number of activities offered, as well as allowing students within those clubs to sponsor events at the school, will continue to promote a collaborative culture and ensure students feel part of the culture. Therefore, in accordance with MLDS Standard 10, which indicates that “effective educational leaders act as agents of continuous

improvement to promote each student’s academic success and well-being,” the administrative team will cultivate a culture that focuses on planning, celebrations, and positive learning and school environments to ensure all students are able to learn and grow successfully.

Office Referrals	
Level 1	214
Level 2	809
Level 3	168
Level 4	166
Positive	89
Total Incident	1446



Evidence-Based Strategies for Improvement

The Administrative Team will:

1. Develop and model positive rapport with students and staff
2. Communicate discipline data and provide staff development training opportunities
3. Encourage teachers to utilize Positive Office Referrals
4. Provide clear systems and protocols to increase the number of extracurricular activities offered based on student interests.
5. Develop a data protocol that ensures all administrators and faculty have the opportunity to analyze data and use the data to make decisions related to student engagement
6. Create a policy to implement monthly celebrations to recognize students for behavior, attendance, and academics.
7. Northeast High School stakeholders will uniformly implement PBS strategies and interventions to increase the number of students without referrals by 5%.

Funding Source(s): Comprehensive School Budget

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
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30 Days				
1. Create a calendar for monthly student and teacher celebrations	July 2020	Northeast Administration Principal, Vice Principals, and K.C. Plus Resident	Comprehensive School Budget PBS-model	August 2020
2. Develop a culture of collaboration by providing common plan times for content teams.	July 2020	Master Scheduler and Counselors Principal, Vice Principals, K.C. Resident and Master Scheduling Committee	Course Request Master Schedule	July 2020
3. Train staff on a positive referral system on Tyler and the benefits of positive student relationships.	August 2020	Northeast Administration Leadership Team Principal, Vice Principals and K.C. Plus Resident	Northeast High School Protocol Comprehensive School Budget	August 2020
4. Give students a survey to gauge interest in extracurricular activities to increase student involvement	August 2020	Northeast Administration and Leadership Team K.C. Plus Resident Students	Google Forms	September 2020
5. Create a protocol to determine after-school sponsors, events for each club, the effectiveness of programs, and	August 2020	Sponsors Leadership Team	Afterschool Guidelines and Protocols	September 2020

effectiveness on school culture				
60 Days				
1. Staff will complete a survey to analyze the climate and culture of the school at the end of Q1 and meet with the leadership team to discuss	October 2020	Dean of Students Principal, Vice Principals, and K.C. Resident	Computers and Google Forms	October 2020
2. Students will complete a survey to analyze the climate and culture of the school and meet with the advisory group to discuss	October 2020	Professional Development Committee Principal, Vice Principals, and K.C. Resident	Computers and Google Forms	October 2020
3. The after-school coordinator will review and revise extracurricular protocols while checking in on event status	October 2020	Administrative Team Principal, Vice Principals, and K.C. Resident After school sponsors	Binders Protocol Number of Students Comprehensive School Budget	May 2021
4. Discipline, academic and attendance data shared with the staff about the status of school accountability	October 2020	Administrative Team Principal, Vice Principals, and K.C. Resident Northeast High School Faculty Registrar	Data points from Tyler PowerPoint	Biweekly at staff P.D.s until May 2021

5. Compile data from celebrations held up to this point in the year, analyze effectiveness, discuss and implement next steps	October 2020	Administrative Team Northeast High School Faculty	Celebrations data collected at events	October 2020
90 Days				
1. Staff will complete a survey to analyze the climate and culture of the school at the beginning of Semester 2	January 2021	Professional Development Committee Principal, Vice Principals, and K.C. Resident	Computers and Google Forms	January 2021
2. Students will complete a survey to analyze the climate and culture of the school at the beginning of Semester 2	January 2021	Students Principal, Vice Principals, and K.C. Resident	Google Forms Computers	January 2021
3. Afterschool site supervisor and sponsors/tutors will discuss glows and grows of systems and protocols; determine # of students participating in after-school activities	January 2021	Administrative Team Principal, Vice Principals, and K.C. Plus Resident	Club Rosters Sports Rosters Binders Comprehensive School Budget	May 2021 <i>Continually done to determine numbers</i>
4. Share discipline, attendance, and	January 2021	Administrative Team Principal, Vice Principals, and	Attendance Data Discipline Data	January 2021

academic data with staff at PD		K.C. Plus Resident Northeast Faculty Registrar Attendance Clerk	Academic Data (from assessments) Comprehensive School Budget	
5. Compile celebrations data and determine the percentage of students who have been recognized versus those who have not - determine the number of students who are repeatedly recognized and who are first-time recognized	February 2021	Administrative Team Principal and Vice Principals Northeast High School Faculty K.C. Plus Resident Registrar	Celebrations Surveys Student Rosters Comprehensive School Budget	February 2021
6. Team revises celebrations calendar, revisits metrics with staff and students	January 2021	Dean of Students Administration Teacher Leaders	Calendar Survey data	January 2021
Long Range				
1. Staff will complete a survey to analyze the climate and culture of the school at the end of Q3 with open-ended questions for feedback for the following S.Y.	March 2021	Administrative Team Principal and Vice Principals Northeast High School Faculty K.C. Plus Resident	Computers and Google Forms	April 2021
2. Students will complete a survey to analyze the climate and culture of the school at the end of Q3 with open-ended	March 2021	Administrative Team Principal, Vice Principals and K.C. Plus Resident Students	Computer Google Forms	April 2021

questions for feedback for the following S.Y.				
3. The after-school site supervisor will compile all data from the 2020-2021 SY to determine if the goal was met	April 2021	Administrative Team Principal, Vice Principals and K.C. Plus Resident Afterschool Site Supervisor	Comprehensive School Budget	May 2021
4. The administrative team will compile all data from school-wide celebrations and determine the number of students recognized throughout the year	April 2021	Administrative Team Principal, Vice Principals and K.C. Plus Resident Dean of Students Registrar	Surveys Student Rosters Comprehensive School Budget	May 2021
5. Share discipline, attendance, and academic data with staff at P.D., as well as growth points for discipline, attendance, and data (were goals met?)	May 2021	Administrative Team Principal, Vice Principals, and K.C. Resident Northeast High School Faculty Registrar Attendance Clerk	Attendance Data Behavior Data Academic Data 2019-2020 SY Data PowerPoint	May 2021
6. The administrative team compiles data and begins to assess needs for 2021-2022 SY	May 2021	Administrative Team Attendance Clerk Registrar Counselors Students Northeast Faculty	All data points for attendance, behavior, and academics Student surveys Staff surveys Master Schedule	June 2021

The Goals and the Plan

(Choose no more than 3 goals to focus on with your improvement plan)

Goal #2 – Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #2

By May 2021, faculty will participate in professional development designed to understand and utilize the KCPS TNTP Walkthrough Rubric in order to capture evidence and provide targeted feedback with actionable steps to increase the number of teachers scoring Approaching or above from 18/42 (43%) to 21/42 (50%) as measured by the TNTP Walkthrough Rubric. The goal is to experience 50% or more of students mastering district standards as measured by district assessments.

- **S:** *what specifically are you going to do?*
 - All faculty will participate in professional development in order to provide targeted feedback with actionable steps utilizing the KCPS TNTP Walkthrough Rubric.
- **M:** *how will you measure to determine impact?*
 - 50% (21/42) of faculty will be rated at “Approaching” and 25% (10/42) at “Advancing” as measured by the KCPS TNTP Walkthrough Rubric.
- **A:** *what will be achieved?*
 - An increase in the number of teachers scoring Approaching or above from 18/42 (43%) to 31/42 (75%) as measured by the TNTP Walkthrough Rubric to experience a 50% or more of students mastering district standards as measured by district assessments
- **R:** *what is the relevant? - as determined by your needs assessment and prioritized need*
 - In accordance with KCPS Pillar C.8, the Northeast High School Educational Partners has determined a need to participate in professional development focused on the improvement of teaching practices, as evidenced through multiple observations, administrative and peer feedback, and collaboration utilizing the KCPS TNTP Walkthrough Form.
- **T:** *what is the time bound commitment?*
 - SY 2020-2021 with checkpoints every three weeks

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

The Missouri Department of Elementary and Secondary Education (DESE) defines basic academic achievement as earning a Measurable Performance Index (MPI) Score of 300. Northeast High School’s available historical data, as it relates to MPI Scores, has not evidenced that students have shown basic mastery of content Missouri Learning Standards (MLS):

Academic Achievement	2015		2016		2018		2019		2020
	MPI	Prof./Adv.	MPI	Prof./Adv.	MPI	Prof./Adv.	MPI	Prof./Adv.	
English 10	257.8	25.1%	334.3	54.6%	231.0	15%	252.5	20.4%	COVID-19
Algebra I	239.7	15.1%	N/A	NA	168.9	1.9%	171.6	9.0%	
Science (Biology)	273.8	25.2%	233.7	10.2%	(Field Test)	(Field Test)	235.4	17.7%	
Social Studies	226.9	13.4%	222.4	13.8%	2196	10.7%	Field Test	Field Test	

According to the Mass Insight data, staff identified the need for a unified instructional vision. This is in accordance with KCPS Pillar C.8, which indicates that there will be caring, effective teachers in every classroom and effective leaders in every school. Additionally, Pillar A.2 specifically aims to have an aligned instructional system that focuses on teaching on high standards, rigorous curriculum, and reliable assessments. Therefore, it is for this reason that MLDS Standard 4 states that effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. As a result, the administration team created an Instructional Vision and Framework in collaboration with staff to highlight specific techniques that increase teacher performance and improve student learning.

Evidence-Based Strategies for Improvement

1. Northeast High School Administrators will collaborate with the staff to build a Professional Development Committee and calendar to provide opportunities for all staff needs.
2. Teachers participate in tiered Professional Development offered through the building, district, and outside professional development opportunities.
3. Administrators will develop an instructional vision and framework in collaboration with staff while giving specific techniques with examples that can help improve teacher instruction and student learning
4. Teachers participate in Professional Learning Communities (PLC) and develop an individual and/or collaborative digital instructional learning platform to provide the best instruction blended learning environment.

Note: Strategies are inclusive of: employee participation and involvement; information sharing; collaboration among employees; interlinkages; resource acquisition; method and measurement practices; and sustainability. Journal of Management, 2000, “A Resource-based Theory of Strategic Alliances.”

Funding Source(s): Comprehensive School Budget

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days				
1. The administrative team will develop an Instructional Framework to facilitate the instructional vision of the campus and gather staff perspectives of needs for Professional Development to meet the expectations of the vision.	May - July 2020	Administrative Team Principal, Vice Principals and K.C. Plus Resident	Computers and Google Forms	August 2020
2. Review 2019-2020 Instructional rating of staff to formulate instructional actions and professional development needs of the campus along with professional development for administrations to increase coaching capacity to provide targeted support measures for staff	May - July 2020	Administrative Team Principal, Vice Principals and K.C. Plus Resident	Computers and Google Forms Comprehensive School Budget	August 2020
3. Review TNTP walkthrough form for measuring teacher	May - September 2020	Administrative Team Principal, Vice Principals and	TNTP Walkthrough Form Data Related to TNTP Rating	May 2021

effectiveness and to ensure accountability		K.C. Plus Resident	Geri Parscale, Solutions Tree Consultant (PLCs/Leadership Coaching for PLCs) Comprehensive School Budget	
4. Implement team training to build teacher capacity through the implementation of effective professional learning communities (PLC's)	August 2020	Administrative Team Principal, Vice Principals, and K.C. Plus Resident Math and Reading Interventionists	TNTP Walkthrough Form Data Related to TNTP Rating Geri Parscale, Solutions Tree Consultant (PLCs/Leadership Coaching for PLCs) Comprehensive School Budget	September 2020
5. Develop a Master Calendar for P.D. for the school year.	July 2020	Professional Development Committee Principal, Vice Principals, and K.C. Resident	Data from all Surveys District P.D. Calendar	August 2020
60 Days				
1. The administrative team will analyze teacher rating data to examine the team's needs in utilizing the Instructional Framework of the campus and gather staff perspectives of needs for Professional Development to meet	October 2020	Professional Development Committee Principal, Vice Principals, and K.C. Resident	Computers and Google Forms	October 2020

the expectations of the vision.					
2.	Review 2019-2020 Instructional rating of staff to formulate instructional actions and professional development needs of the campus along with professional development for administrations to increase coaching capacity to provide targeted support measures for staff	October 2020	Professional Development Committee Principal, Vice Principals and K.C. Resident	Data Related to TNTP Rating	October 2020
3.	The administration will begin to conduct scheduled learning walks, as a team, to calibrate usage and feedback of the TNTP Walkthrough Form and develop a common language.	September 2020	Administrative Team Principal, Vice Principals and K.C. Plus Resident	TNTP Walkthrough Form Comprehensive School Budget	May 2021
4.	Implement team training to build teacher capacity through the implementation of effective professional	September 2020	Administrative Team Principal, Vice Principals, and K.C. Plus Resident Northeast Faculty	TNTP Walkthrough Form Comprehensive School Budget	May 2021

learning communities (PLC's)		Math and Reading Interventionists		
5. Targeted conferences with teachers about instructional practices with specified instructional improvements and review instruction for special populations	September 2020	Administrative Team Principal, Vice Principals, and K.C. Resident Northeast High School Faculty	Achievement Series Data	May 2021
90 Days				
1. The administrative team will complete a third needs assessment by analyzing teacher rating data to examine the team's needs in utilizing the Instructional Framework of the campus and gather staff perspectives of needs for Professional Development to meet the expectations of the vision.	January 2021	Professional Development Committee Principal, Vice Principals, and K.C. Resident	Computers and Google Forms	January 2021
2. Presentation of current data related to Northeast High School rating from the TNTP Walkthrough to	January 2021	Professional Development Committee Principal, Vice Principals, and K.C. Resident	Data Related to TNTP Rating	January 2021

establish instructional goals					
3.	The administration continues to conduct scheduled learning walks, as a team, to calibrate usage and feedback of the TNTP Walkthrough Form and develop a common language.	January 2021	Administrative Team Principal, Vice Principals and K.C. Resident K.C. Plus Resident	TNTP Walkthrough Form Comprehensive School Budget	May 2021
4.	Continuation of conferences with teachers to improve instruction. PLC to include shared instructional best practices	January 2021	Administrative Team Principal, Vice Principals, and K.C. Plus Resident Northeast Faculty	TNTP Walkthrough Form Comprehensive School Budget	May 2021
5.	Continuation of Data dives into Achievement Series assessments to identify trends in order to adjust and realign teaching.	March 2021	Administrative Team Principal, and Vice Principals Northeast High School Faculty Math and Reading Interventionists K.C. Plus Resident	Comprehensive School Budget	March 2021
Long Range					
1.	Staff will complete a final needs assessment survey to receive feedback on any adjustments/or	March 2021	Administrative Team Principal, and Vice Principals, Northeast High School Faculty	Computers and Google Forms	March 2021

<p>additional P.D. opportunities for the 2021-2022 SY by analyzing their teacher rating data to examine the team's needs in utilizing the Instructional Framework.</p>	<p>K.C. Plus Resident</p>			
<p>2. Presentation of current data related to Northeast High School rating from the TNTP Walkthrough to establish instructional goals</p>	<p>April 2021</p>	<p>Professional Development Committee Administrative Team Principal, Vice Principals, and K.C. Plus Resident</p>	<p>Data Related to TNTP Rating</p>	<p>April 2021</p>
<p>3. The administration continues to conduct scheduled learning walks, as a team, to calibrate usage and feedback of the TNTP Walkthrough Form and develop a common language.</p>	<p>April 2021</p>	<p>Administrative Team Principal, Vice Principals, and K.C. Plus Resident Northeast Faculty</p>	<p>TNTP Walkthrough Form Comprehensive School Budget</p>	<p>May 2021</p>
<p>4. Continuation of Data dives into Achievement Series assessments to identify trends in order to adjust and realign teaching.</p>	<p>April 2021</p>	<p>Administrative Team Principal, Vice Principals, and K.C. Resident Northeast High School Faculty Math and Reading Interventionists</p>	<p>Comprehensive School Budget</p>	<p>April 2021</p>

The Goals and the Plan

(Choose no more than 3 goals to focus on with your improvement plan)

Goal #3 – Circle the appropriate Pillar of the Continuous Improvement System this goal falls under:

Leadership	Collaborative Climate and Culture	Effective Teaching and Learning	Data-Based Decision Making	Alignment of Standards and Curriculum
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SMART (Specific, Measurable, Achievable, Relevant and Timely) Goal #3

During the 2020-2021 SY, in alignment with KCPS Pillar D.10. During 2019-2020, the DESE proportional attendance rate (PAR) goal for Northeast High School was 38%. As of March 2020, Northeast High School had a PAR of 56%. Northeast High School Educational Partners will identify and implement school-strategies to increase the proportional attendance rate, as evidenced by a 10% increase to get the (PAR) to 66%. This data will be used in conjunction with academic, cultural, and climate data to plan monthly celebrations for students. Currently, 66% of 9th-grade students are on target to be promoted to the next grade level with their cohort. The 2020-2021 SY goal will be that 75% of 9th-grade students are on target to be promoted to the next grade level with their cohort. Provide coordinated intervention, acceleration, and enrichment for all students through supports that are responsive to individual student needs (“multi-tiered system of supports”) by monitoring students with Ds and Fs every three weeks. The use of the early warning system coupled with the targeted teacher coaching, will improve the student curriculum, foster better student learning outcomes, and improve student test scores. The goal is to have 75% of teachers scoring “Approaching” or above on walkthroughs by the end of the school year. Furthermore, a policy will be created where grade-level leaders help create and implement monthly celebrations to recognize students for behavior, attendance, and academics. Northeast High School stakeholders will uniformly implement PBS strategies and interventions to increase the number of students without referrals by 5% and lower the Level 3 and 4 discipline events by 5%.

- **S:** *What specifically are you going to do?*
 - Northeast High School Educational Partners will implement school-wide strategies, including the 3/6/9 tardy policy and attendance/academic celebrations, to increase the proportional attendance rate.

- **M:** *How will you measure the impact?*
 - Proportional Attendance Rate, Discipline data on Negative and positive referrals, and Student Failure Rate as indicated on Tyler Pulse

- **A:** *What will be achieved?*
 - a 10% increase improving to 66% of the students attending school at least 85% of the time
 - Improvement from 43% of teachers to 75% of teachers scoring “Approaching” or better on the Walkthrough forms and a 10% decrease in students failing one or more classes
 - 5% improvement in positive referrals and 5% decrease in Level 3 and Level 4 behavioral events

- **R:** *What is relevant? - as determined by your needs assessment and prioritized need*
 - Northeast High School has failed to meet its established attendance goals for the past three years before the 2019-2020 school year. There has been a 17% improvement in the proportional attendance rate last year. This was also identified by staff as a priority need. If students are not in the classroom, they are unable to learn.
 - A clearly defined instructional vision that helps all staff understand what is expected in the classroom
 - Systems that promote a positive culture and reinforce the improvements students are making
- **T:** *What is the time bound commitment?*
 - 2020-2021 SY with three weeks to monthly check-ins

Rationale (name of the existing conditions/data points to support the selection of the objective/goal)

This section aims to discuss how Northeast High School will analyze data to impact climate & culture, increase the number of students being promoted in a Cohort, and improve attendance. To improve culture & climate, there will be a significant focus on encouraging teachers to utilize Positive Office Referrals. The administration will provide clear systems and protocols to increase the number of extracurricular activities offered based on student interests. Administrators will use student survey data to ensure all administrators and faculty have the opportunity to analyze data and use the data to make decisions related to student engagement. Furthermore, a policy will be created where grade-level leaders help create and implement monthly celebrations to recognize students for behavior, attendance, and academics. Northeast High School stakeholders will uniformly implement PBS strategies and interventions to increase the number of students without referrals by 5% and lower the Level 3 and 4 discipline events by 5%.

Currently, 66% of 9th-grade students are on target to be promoted to the next grade level with their cohort. The 2020-2021 SY goal will be 75% of 9th-grade students are on target to be promoted to the next grade level with their cohort. Provide coordinated intervention, acceleration, and enrichment for all students through supports that are responsive to individual student needs (“multi-tiered system of supports”) by monitoring students with Ds and Fs every three weeks. Ensure that school leaders have access to key academic data that serve as early warning indicators for students at risk of not graduating on time. The use of the early warning system coupled with the targeted teacher coaching, will improve the student curriculum, foster better student learning outcomes, and improve student test scores. The goal is to get 75% of teachers scoring “Approaching” or above on walkthroughs by the end of the school year.

During the 2020-2021 SY, in alignment with KCPS Pillar D.10. During 2019-2020, the DESE proportional attendance rate (PAR) goal for Northeast High School was 38%. As of March 2020, Northeast High School had a PAR of 56%. Education partners will identify and implement school-strategies to increase the proportional attendance rate, as evidenced by a 10% increase to get the (PAR) to 66%. This data will be used in conjunction with academic, culture, and climate data to plan monthly celebrations for students.

Evidence-Based Strategies for Improvement

1. Implementation of the Northeast 3/6/9 Attendance Policy
2. Identify students with chronic absenteeism and create an attendance and academic plan to be signed by student, parent, and administrator
3. Use student surveys to increase the number of school extracurricular activities
4. Increase parental involvement through the building of a stronger SAC
5. Discipline and Attendance celebrations (Monthly and End of Year)
6. Continue use of the Problem-Solving Team (PST) to provide Tier 2 and Tier 3 Interventions
7. Provide Professional Development that helps teachers effectively utilize instructional vision and framework to improve teacher walkthroughs and student learning outcomes

Funding Source(s): Comprehensive School Budget

Action Steps	Start Date	Person Responsible	Resources	Completed/Date
30 Days				
1. Create the 3/6/9 Attendance and Academic Monitoring Policy to be presented to staff in August.	July 2020	Administrative Team K.C. Plus Resident Yvonne Russell Tina Swartz	Copy of 3/6/9 Attendance and Academic Policy for all Staff and Faculty	August 2020
2. Review student data from 2019-2020 SY with ADA of 75% and below.	July 2020	Administrative Team K.C. Plus Resident Tina Swartz Yvonne Russell	Attendance Data SY 2019-20	August 2020
3. Review student data from 2019-2020 SY and identify students with two or more Level 3 and 4 infractions to identify those who may need targeted behavioral support.	July 2020	Administrative Team K.C. Plus Resident Security SRO	Tyler Behavior Data SY 2019-20	August 2020
4. Identify and create an intervention plan for the students returning	July 2020	Administrative Team K.C. Plus Resident Security	Tyler Behavior Data SY 2019-20 Success Academy Reports	August 2020

from Success Academy.		SRO		
5. Review the transcripts of each cohort to identify those that are a year or more behind in credits or have dropped out.	July 2020	Administrative Team K.C. Plus Resident Yvonne Russell	Tyler Academic Data Transcripts Drop Out Report	August 2020
6. Modify the schedules of each student identified as over-aged and under-credited to create an opportunity for them to make up credits utilizing the Grad Lab.	July 2020	Administrative Team K.C. Plus Resident Yvonne Russell	Tyler Academic Data Transcripts	August 2020
60 Days				
1. Present to the staff and begin to implement/monitor the 3/6/9 Attendance and Academic Monitoring Policy.	August 2020	Administrative Team K.C. Plus Resident Yvonne Russell Attendance Team Northeast Faculty and Staff	List of Students with Attendance Concerns ADA / PAR	May 2021 Monitored every three weeks
2. Meet with the students with 75% ADA or below from the 2019-2020 SY and inform them of our monitoring system and expectations. Track their data and	August 2020	Administrative Team K.C. Plus Resident Attendance Team	ADA / PAR 2019-2020 SY ADA Data	May 2021 Monitored every three weeks

incentives for improvement.				
3. Meet with the students who had two or more Level 3 and 4 infractions during the 2019-2020 SY and inform them of our monitoring system and expectations.	August 2020	Administrative Team K.C. Plus Resident Discipline Team	Behavior Data SY 2019-2020	May 2021 Monitored monthly
4. Meet with each student returning from Success Academy. Design a BMP plan to ensure they are supported and monitored by an identified staff member.	August 2020	Administrative Team K.C. Plus Resident Discipline Team Counselors	Behavior Data SY 2019-2020 Success Academy Reports	October 2020
5. Review progress for all students enrolled in Grad Lab. Contact parents for students making no progress and assign an identified staff member to provide interventions and monitor their progress weekly—review Graduation Cohort Rates.	August 2020	Administrative Team K.C. Plus Resident Academic Support Team Counselors	Grad Lab Data	May 2021 Monitored monthly

6. Review the D&F list every three weeks (3 times a quarter) to provide interventions and support to students.	August 2020	Administrative Team K.C. Plus Resident Teachers Yvonne Russell Counselors Academic Support Team	Academic Data	May 2021 Monitored every three weeks
90 Days				
1. Identify students who have 75 % percent and lower ADA. Place the students on an attendance contract to be monitored weekly.	September 2020	Administrative Team Principal, Vice Principals, and K.C. Resident Attendance Team	Attendance Data ADA/ PAR	May 2021 Monitored every three weeks
2. Identify students with two or more level 3 or 4 disciplinary infractions on a BMP to be monitored weekly.	September 2020	Administrative Team Counselors Behavior Team Northeast Faculty and Staff K.C. Plus Resident	Disciplinary Data	May 2021 Monitored monthly
3. Identify students with Ds and Fs. Place the student on an academic contract and contact parents for support.	September 2020	Administrative Team K.C. Plus Resident Teachers Yvonne Russell Counselors Academic Support Team	Academic Data Grade Reports	May 2021 Monitored every three weeks
Long Range				
1. Continuous review and identification of students who have 75 % percent PAR and lower ADA. Place students at 80% PAR	October 2020	Administrative Team Principal, Vice Principals, and K.C. Resident Attendance Team Teachers Counselors	Attendance Data ADA/ PAR	May 2021 Monitored every three weeks

on contract to increase to 85%				
2. Review monthly discipline data—place students with two or more level 3 or 4 disciplinary infractions on a BMP.	October 2020	Administrative Team Principal and Vice Principals Behavior Team Northeast Faculty and Staff K.C. Plus Resident	Disciplinary Data	May 2021 Monitored monthly
3. Continuous review and identification of students with Ds and Fs. Continuous Cohort review of dropout and graduation rates.	October 2020	Administrative Team K.C. Plus Resident Teachers Yvonne Russell, Registrar Counselors Academic Support Team	Academic Data Teacher Reports	May 2021 Monitored every three weeks