



# Table of Contents

- SIP Authority ..... 1
- I. School Information ..... 3
  - A. School Mission and Vision ..... 3
  - B. School Leadership Team ..... 3
  - C. Stakeholder Involvement and Monitoring ..... 5
  - D. Demographic Data ..... 6
  - E. Early Warning Systems ..... 7
- II. Needs Assessment/Data Review ..... 9
  - A. ESSA School, District, State Comparison ..... 10
  - B. ESSA School-Level Data Review ..... 11
  - C. ESSA Subgroup Data Review ..... 12
  - D. Accountability Components by Subgroup ..... 15
  - E. Grade Level Data Review ..... 18
- III. Planning for Improvement ..... 19
- IV. Positive Culture and Environment ..... 34
- V. Title I Requirements (optional) ..... 36
- VI. ATSI, TSI and CSI Resource Review ..... 40
- VII. Budget to Support Areas of Focus ..... 41

## School Board Approval

This plan has not yet been approved by the Pinellas County School Board.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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All Northeast High School students will graduate prepared for college, career, and life.

### Provide the school's vision statement

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100% Student Success

## B. School Leadership Team

### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

### Leadership Team Member #1

#### Employee's Name

Michael Hernandez

#### Position Title

Principal

#### Job Duties and Responsibilities

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Oversee the safety, operations, and student learning of Northeast High School.

### Leadership Team Member #2

#### Employee's Name

Stacy Mullaney

#### Position Title

Assistant Principal

#### Job Duties and Responsibilities

---

Oversee the safety, operations, and student learning of Northeast High School.

### **Leadership Team Member #3**

**Employee's Name**

Lindsay Rodgers

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Oversee the safety, operations, and student learning of Northeast High School.

### **Leadership Team Member #4**

**Employee's Name**

Gabriella Montemarano

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Oversee the safety, operations, and student learning of Northeast High School.

### **Leadership Team Member #5**

**Employee's Name**

Thomas Reckenwald

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

---

Oversee the safety, operations, and student learning of Northeast High School.

## C. Stakeholder Involvement and Monitoring

### 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. (ESEA 1114(b)(2))

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

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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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

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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.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>SENIOR HIGH PK, 9-12</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2023-24 MINORITY RATE</b>	<b>50.2%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>79.2%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>ATSI</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>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)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: B 2022-23: B* 2021-22: B 2020-21: 2019-20: B</b>

## E. Early Warning Systems

### 1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days	121	133	144	117	515
One or more suspensions	65	45	39	22	171
Course failure in English Language Arts (ELA)	86	72	65	2	225
Course failure in Math	72	107	87	2	268
Level 1 on statewide ELA assessment	116	113	120	0	349
Level 1 on statewide Algebra assessment	69	35	134	139	377

### Current Year (2024-25)

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators	89	133	169	130	521

### Current Year (2024-25)

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year	0	0	0	3	3
Students retained two or more times	9	8	6	6	29

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024		2023		2022**				
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	50		46	47	50		48	51	51
ELA Grade 3 Achievement **									
ELA Learning Gains	55						50		
ELA Learning Gains Lowest 25%	56						37		
Math Achievement *	36		39	36	38		39	38	38
Math Learning Gains	42						49		
Math Learning Gains Lowest 25%	44						45		
Science Achievement *	58		57	61	64		55	42	40
Social Studies Achievement *	66		61	63	66		57	47	48
Graduation Rate	94		94	92	89		98	61	61
Middle School Acceleration								45	44
College and Career Readiness	66		66	69	65		60	70	67
ELP Progress	49		51	47	45		57		

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

**B. ESSA School-Level Data Review (pre-populated)**

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	610
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	94%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	58%	54%	51%		59%	59%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	39%	Yes	1	
English Language Learners	49%	No		
Asian Students	69%	No		
Black/African American Students	48%	No		
Hispanic Students	47%	No		
Multiracial Students	59%	No		
White Students	62%	No		
Economically Disadvantaged Students	49%	No		

## 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%
Students With Disabilities	46%	No		
English Language Learners	51%	No		
Asian Students	63%	No		
Black/African American Students	47%	No		
Hispanic Students	57%	No		
Multiracial Students	58%	No		
White Students	61%	No		
Economically Disadvantaged Students	51%	No		

## 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%
Students With Disabilities	41%	No		
English Language Learners	47%	No		
Native American Students				
Asian Students	56%	No		
Black/African American Students	43%	No		
Hispanic Students	51%	No		
Multiracial Students	55%	No		
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	50%	No		

### D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L2.5%	MATH ACH.	MATH LG	MATH LG L2.5%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%		55%	56%	36%	42%	44%	58%	66%		94%	66%	49%
Students With Disabilities	24%		48%	49%	13%	28%	38%	23%	40%		96%	33%	
English Language Learners	27%		61%	65%	24%	39%	44%	43%	50%		90%	58%	43%
Asian Students	56%		65%	82%	50%	52%		70%	80%		94%	77%	67%
Black/African American Students	34%		53%	52%	24%	38%	43%	37%	45%		97%	56%	
Hispanic Students	42%		47%	47%	24%	29%	41%	46%	60%		90%	55%	38%
Multiracial Students	55%		67%	79%	35%	41%		52%	57%		94%	53%	
White Students	59%		55%	57%	44%	47%	49%	69%	71%		95%	71%	
Economically Disadvantaged Students	42%		50%	50%	29%	35%	41%	48%	55%		94%	56%	39%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	51%
Students With Disabilities	31%				35%			40%	50%		87%	34%	
English Language Learners	26%				38%			55%	50%		91%	55%	40%
Asian Students	54%				50%			72%	50%		96%	64%	54%
Black/African American Students	29%				26%			39%	44%		91%	53%	
Hispanic Students	40%				34%			53%	63%		96%	68%	44%
Multiracial Students	41%				35%			63%	50%		100%	57%	
White Students	55%				45%			63%	68%		94%	70%	29%
Economically Disadvantaged Students	36%				33%			51%	50%		93%	57%	40%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	32%		50%	37%	10%	46%	47%	32%	32%		100%	29%	33%
English Language Learners	26%		49%	37%	26%	71%		24%	31%		100%	44%	57%
Native American Students													
Asian Students	57%		59%	40%	34%	45%		56%	66%		100%	44%	60%
Black/African American Students	26%		43%	40%	26%	38%	48%	34%	35%		100%	37%	
Hispanic Students	38%		48%	44%	37%	50%	20%	51%	47%		99%	61%	63%
Multiracial Students	47%		46%		28%	45%		59%	63%		90%	63%	
Pacific Islander Students													
White Students	57%		52%	33%	45%	52%	58%	62%	65%		98%	66%	50%
Economically Disadvantaged Students	36%		47%	36%	32%	51%	50%	45%	47%		98%	54%	50%

## E. 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.

Data for 2023-24 had not been loaded to CIMS at time of printing.

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### Most Improvement

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

---

Our school had the most improvement in our Social Studies Achievement. Our scores grew 6% from 61% in 2023 to 67% in 2024.

New Actions: We have revamped our instructional approach to entail more stimulus-based analysis with our students to ensure the retention of material.

##### Lowest Performance

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

---

Our math scores decreased by 3% from 39% in 2023 to 36% in 2024.

Contributing factors include teaching students how to adjust to new adaptive testing format for mathematics, covering the standards to the appropriate depth and rigor, and the math readiness levels of rising middle school students to 9th grade.

##### Greatest Decline

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

---

Our greatest decline in scores from the prior year was in mathematics. Our math scores decreased by 3% from 39% in 2023 to 36% in 2024.

Contributing factors include teaching students how to adjust to new adaptive testing format for mathematics, covering the standards to the appropriate depth and rigor, and the math readiness levels of rising middle school students to 9th grade.

##### Greatest Gap

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.

---

Our greatest gap is in mathematics. Our math scores decreased by 3% from 39% in 2023 to 36% in

2024.

Contributing factors include teaching students how to adjust to new adaptive testing format for mathematics, covering the standards to the appropriate depth and rigor, and the math readiness levels of rising middle school students to 9th grade.

### **EWS Areas of Concern**

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

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Attendance is our area of concern. Data shows that students who have great attendance achieve better results than students who do not. 515 students missed 10% or more of school. Our goal is to reduce this value by 150 or more students; thus, providing an opportunity for higher success.

### **Highest Priorities**

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

---

1. Improved Attendance Rates
2. Improved Achievement in Mathematics.
3. Continued growth in ELA performance.

## B. Area(s) of Focus (Instructional Practices)

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

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to ELA

#### Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our area of focus for ELA is on writing skills by reflecting on texts read from the BEST ELA suggested reading materials.

#### Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our school ELA scores improved in 2024 to 51% of students being proficient from the prior year of 46% being proficient in 2023.

Our goal for this year is to improve our proficiency by 5% through our combined 9th and 10th grade scores.

#### Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Teachers will monitor the integration of BEST texts being utilized in classroom instruction. Teachers will use anchor charts to analyze BEST text and to create written evidence to support student thinking.

#### Person responsible for monitoring outcome

Michael Hernandez

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

Writing/Reading Anchor Charts, Collaborative Strategies (Socratic Seminars and Collaborative Study Groups), and Focused Notes will be utilized to interpret BEST text and to produce accurate writing that reflects on given prompts to support text analysis.

**Rationale:**

The better students can produce clear written reflections/essays to communicate their learning; the better they will perform on the FAST ELA assessment.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Anchor Chart Incorporation, Reading Comprehension Protocols, Benchmark Trackers

**Person Monitoring:**

Michael Hernandez

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Administration will use the schoolwide walkthrough tool and the Marzano Teacher Improvement Model to collect evidence and provide feedback on the implementation and impact of anchor chart usage in classrooms. Reading comprehension protocols will be used to deconstruct reading prompts for deeper meaning and understanding. Anchor charts and district resources will be incorporated to support learning. Teachers will incorporate benchmark trackers to help student take ownership of their learning for deeper understanding and next steps to grow their skillset.

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Increase the accuracy of deconstruction math problem and demonstrating mastery in written form.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our math performance decreased by 3% in 2024 to 36% proficient. Our goal is to increase our proficiency rate by 7% for 2025.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Teachers will monitor the usage of anchor charts to teach vocabulary acquisition skills and methods to deconstruct math problems in class. Students will demonstrate mastery through clear step by step written work samples and verbalizing their rationale.

**Person responsible for monitoring outcome**

Lindsay Rodgers

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Students will engage in writing their solutions by showing each step in written form for math problem sets. Students will engage in accountable talk to describe their thinking to support their answer choices.

**Rationale:**

The more students engage in appropriately deconstructing math problems step by step, the more likely they will be to determine the appropriate answers.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Deconstructing Math Problems

**Person Monitoring:**

Lindsay Rodgers

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The administration will employ the school-wide walkthrough tool and the Marzano Teacher Improvement Model to gather evidence and offer feedback on implementing and effectively using anchor charts in the classroom to deconstruct and defend their answers to math problem sets.

**Action Step #2**

Spiral Teaching of Content, Data Chats with Benchmark Trackers

**Person Monitoring:**

Lindsay Rodgers

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Math Teachers support differentiation and scaffolding of content through anchor charts and a benchmark spiraling plan to support student mastery of content. Math Teachers conduct frequent data chats with students using the benchmark tracking document to offer support for student achievement and individualized goal setting.

**Action Step #3**

Common Assessments

**Person Monitoring:**

Lindsay Rodgers

**By When/Frequency:**

Bi-Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will continue to utilize common assessments to monitor students progress. PLC's will study the outcomes to modify instruction to assist learners with their mathematical growth. Students will participate in tracking and owning their data on benchmark trackers.

**Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Science****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Throughout the year, teachers will utilize complex texts and literacy supports to ensure students consistently read and write, incorporating appropriate Tier 2 and Tier 3 vocabulary.

By integrating complex texts and literacy supports, teachers enhance students' reading and writing skills, enabling them to master advanced vocabulary and improve overall academic performance.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

In 2024, our school's science scores remained at 57% achievement, consistent with the 2023 school year.

This year, our goal is to improve proficiency by 5%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Teachers will use anchor charts during instruction to ensure students consistently reference and use appropriate Tier 3 vocabulary throughout each unit. For each topic, teachers will pair suitable literacy strategies with students as they engage with complex texts from the textbook or other relevant sources. This approach will be monitored through regular classroom observations, student work samples, and formative assessments to evaluate the effective use of Tier 3 vocabulary and literacy strategies. Ongoing monitoring allows for timely interventions and adjustments in teaching methods, enhancing student understanding and mastery of the content and ultimately leading to improved achievement outcomes.

**Person responsible for monitoring outcome**

Stacy Mullaney

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Teachers will implement evidence-based literacy interventions, such as anchor charts and tailored literacy strategies, to improve Tier 3 vocabulary usage and comprehension across all grade levels. These interventions will be chosen for their proven effectiveness in enhancing student engagement and understanding; their impact will be monitored through regular classroom observations, student work samples, and formative assessments to ensure desired outcomes are achieved.

**Rationale:**

The deeper students engage with scientific vocabulary, the more prepared they will be for assessments and overall science comprehension.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Anchor Chart Implementation for Literacy Interventions

**Person Monitoring:**

Stacy Mullaney

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The administration will employ the school-wide walkthrough tool and the Marzano Teacher Improvement Model to gather evidence and offer feedback on implementing and effectively using anchor charts in the classroom. (Reads articles and textbook for exposure to academic and technical vocabulary)

**Action Step #2**

Formative Assessments, Data trackers, Spiral teaching

**Person Monitoring:**

Stacy Mullaney

**By When/Frequency:**

Weekly/Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will implement formative assessment strategies to monitor students understanding of learning (checks for understanding). Students will track their understanding for their mastery of content and areas needing improvement. Teachers will modify their instructional approach to spiral their teaching practices to assist their learners.

**Area of Focus #4**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Social Studies****Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teachers will consistently use data to develop, evaluate, and implement review and remediation plans to increase student achievement and thereby positively impact student learning outcomes.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2024, our school's Social Studies scores improved to 66% student achievement, up from 61% in 2023.

This year, our goal is to increase achievement by 5%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

---

We will monitor achievement through both informal and formal assessments. Teachers will use benchmark-level data to plan differentiated reteaching opportunities for the entire class, small groups, and individual students based on observed trends, and they will address stimulus-based questions to enhance understanding.

**Person responsible for monitoring outcome**

Thomas Reckenwald

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Teachers will implement evidence-based interventions, including charts, graphs, political cartoons, maps, data analysis of student assessments, and differentiated instruction to achieve measurable outcomes. These strategies were chosen for their proven effectiveness in enhancing visual learning and critical thinking skills. Classroom observations and the school walkthrough tool will monitor the implementation and impact.

**Rationale:**

Teachers will use charts, graphs, political cartoons, maps, data analysis, and differentiated instruction because these methods effectively improve visual learning and critical thinking. Charts and graphs help students grasp information visually, political cartoons engage them in critical thinking, and maps enhance geographical skills. Analyzing student data helps tailor instruction and track progress, while differentiated instruction meets diverse learning needs.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Differentiated Reteaching

**Person Monitoring:**

Thomas Reckenwald

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will incorporate bell ringers, stimulus-based questions, differentiated instruction, and

spiraled instruction to enhance student achievement on the U.S. History EOC. This will be monitored through the school walkthrough tool, observations, and student data.

### **Action Step #2**

PLC's for spiraling instructional practices

#### **Person Monitoring:**

Thomas Reckenwald

#### **By When/Frequency:**

Bi-weekly

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will review student assessment data and formative assessment understanding to spiral their instructional practice. PLC's will drive the modification of learning and spiraling. Doc-a-day's, common assessments, stimulus-based analysis, and document analysis will be used in our day-to-day instruction and spiraling of content. Small groups will be used for peer-to-peer teaching and deepening content knowledge.

### **Area of Focus #5**

Address the school's highest priorities based on any/all relevant data sources.

### **ESSA Subgroups specifically relating to Black/African American Students (BLK)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

To increase the proficiency levels of African American students in ELA as measured on the FAST ELA assessment.

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our African American student's proficiency for 2024 on PM3 of the FAST ELA assessment is 34.6% which is below the school average of 51% proficient. This data reflects the combined 9th and 10th grade scores.

Our goal is to increase proficiency to 41% or higher for 2025.

#### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Teachers will implement evidence-based literacy interventions, such as anchor charts and tailored literacy strategies, to improve Tier 3 vocabulary usage and comprehension across all grade levels. These interventions will be chosen for their proven effectiveness in enhancing student engagement and understanding; their impact will be monitored through regular classroom observations, student

work samples, and formative assessments to ensure desired outcomes are achieved.

**Person responsible for monitoring outcome**

Michael Hernandez

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

We are strategically scheduling students to have a team teacher approach that will work with students in a back-to-back block of Reading and English. This will allow the team of teachers to provide targeted support for struggling students.

**Rationale:**

The more support from teachers who are planning their lessons and instructional strategies together, will lead to more support for students in Reading and English which will result in learning gains and higher proficiencies.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Instructional Strategy Implementation Across Learning Blocks

**Person Monitoring:**

Michael Hernandez

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The administration will employ the school-wide walkthrough tool and the Marzano Teacher Improvement Model to gather evidence and offer feedback on implementing and effectively using instructional strategies in the classroom. Administration will monitor the planning and implementation of strategies across learning blocks.

**Area of Focus #6**

Address the school's highest priorities based on any/all relevant data sources.

**Graduation/Acceleration specifically relating to Acceleration**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Students will be enrolled in courses that provide industry certifications, dual enrollment credit, AICE, and AP options to accelerate learning through rigorous academic and practical experiences. This strategy supports our school's vision and mission to promote academic excellence and prepare students for college, careers, and life.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our school's acceleration rate dropped to 65% in 2024 from 66% in 2023.

Our goal for this year is to improve our acceleration rate by 5%.

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Students will be enrolled in classes that offer opportunities for acceleration, including industry certifications, and the school will enhance staff capacity to identify critical content from AP Subject Unit Guides and Cambridge syllabi, aligning with district resources.

This will be monitored quarterly through progress checks to ensure students remain in courses that provide opportunities for acceleration.

**Person responsible for monitoring outcome**

All Administrators

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Students enrolled in acceleration courses, such as AP, AICE, dual enrollment, and industry certification programs, participate in rigorous programs that enhance proficiency, critical thinking

skills, that aligns to our mission and vision, and goals.

**Rationale:**

This will be monitored by administration and school counselors to ensure that students have courses in their schedules that provide opportunities for acceleration.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Increasing Acceleration

**Person Monitoring:**

All Administration

**By When/Frequency:**

Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will track student progress using learning goals, scales, and assessments. Administrators will oversee the implementation of AP and Cambridge syllabi and ensure proper use of curricular materials. Both teachers and administrators will engage in collaborative planning using district and College Board/Cambridge resources. Administrators will also monitor classrooms, provide feedback to teachers, and work together to plan instructional improvements.

**Area of Focus #7**

Address the school's highest priorities based on any/all relevant data sources.

**ESSA Subgroups specifically relating to Students With Disabilities (SWD)**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our areas of focus will be to improve our ESE ESSA subgroup performance from a 39% overall performance to 41% or higher for the 2024-2025 school year.

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our areas of focus will be to improve our ESE ESSA subgroup performance from a 39% overall performance to 41% or higher for the 2024-2025 school year.

**Monitoring**

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Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Administration and our ESE team will be assigned specific students to monitor their school attendance, school disciplinary concerns, and academic performance.

**Person responsible for monitoring outcome**

Gabriella Montemarano

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Case managers will monitor students on a weekly basis to ensure success with attending class and class achievement.

**Rationale:**

Case Management monitoring will ensure the success of our ESE students.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Case Management monitoring success of assigned students per class.

**Person Monitoring:**

Gabriella Montemarano

**By When/Frequency:**

weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All case managers will be assigned students to monitor their students' success focused on student attendance, student discipline, and student academic achievement. Case managers will assign support for their students to improve their skillset and overall performance. Students will receive daily supports from their case managers.

**Area of Focus #8**

Address the school's highest priorities based on any/all relevant data sources.

**Graduation/Acceleration specifically relating to Graduation**

**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

Our goal is to maintain the highest graduation rate possible for our school. For the 2023-2024 school year our graduation rate is 99%. We will work to maintain a graduation rate to meet our graduation ceiling which is 99.74%

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

Our goal is to maintain the highest graduation rate possible for our school. For the 2023-2024 school year our graduation rate is 99%. We will work to maintain a graduation rate to meet our graduation ceiling which is 99.74%

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Monitoring will be ongoing weekly to target the needs of each senior. Our team will focus on credit needs and testing needs to meet graduation requirements. Students needing intensive support will receive help through our graduation enhancement program (one to one support from teachers of various core content).

**Person responsible for monitoring outcome**

Stacy Mullaney

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

Weekly monitoring will occur of the senior cohort to ensure students success to meet graduation requirements. Through monitoring supports and resources will be provided to individual students to ensure success.

**Rationale:**

This will be monitored by administration and school counselors to ensure that students have courses in their schedules that provide meet graduation requirements.

**Tier of Evidence-based Intervention:**

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Analysis of cohort progress

**Person Monitoring:**

Stacy Mullaney

**By When/Frequency:**

Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Ensuring students assigned to correct courses to meet graduation requirements. Ensuring all seniors needing assessments to graduate have multiple opportunities and tutoring supports to meet testing requirements. Graduation Enhancement Program provides one to one support to help students meeting required credits. Clear communication with families about the needs of their student in order to graduate high school.

## IV. Positive Culture and Environment

**Area of Focus #1**

Student Attendance

**Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our current data indicates that 515 students have missed 10% or more of school (see the grade-by-grade comparison below). Data clearly shows that students who attend school regularly perform better in school and standardized testing.

9th grade 121

10th grade 133

11th grade 144

12th grade 117

**Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to improve student attendance overall by reducing the number of students missing school

by 10% or more by 150 or more students. This would be a reduction of 515 students in 2024 to at least 365 or more students in 2025.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

Monitoring will occur weekly between our Administrative and Guidance teams per grade level. Our Child Study Team will meet Bi-weekly to review and triage student attendance. Our MTSS Coach, Behavioral Coach, and Social Worker will target students needing greater support with their attendance.

### **Person responsible for monitoring outcome**

Thomas Reckenwald (all administration, guidance, and student services)

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

PBIS initiative to reward and recognize students for high attendance rates in school.

#### **Rationale:**

We want to positively recognize students for their great attendance and reward them for coming to school. We believe this will impact students with attendance concerns to increase their interest in school.

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

### **Action Steps to Implement:**

#### **Action Step #1**

Attendance Rewards

#### **Person Monitoring:**

Rachel Holler, MTSS Coach

#### **By When/Frequency:**

Weekly and Quarterly

### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Students will earn weekly awards for positive attendance with Viking Bucks. Their Viking Bucks can be used to purchase prizes during lunch each Wednesday. We will survey students for their preferences in snacks and prizes to stock our store. Quarterly students who have perfect attendance will have their names posted on our Attendance mural in our cafeteria and their names will be entered into our big prize drawings for the quarter.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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We communicate our SIP and Title I budgeted items to our PTO, SAC, and to families in orientation meetings before and at the start of the school year. We provide support to our Spanish speaking families with bilingual assistance. We gather feedback from families through electronic surveys.

<https://www.pcsb.org/domain/3737>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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We work to build support with all stakeholders through a variety of events we host on our campus from SAC, PTO, Academy Nights, College and Career Nights, Athletics, Theatre Performances, Chorus and Band, Open House, Freshmen Orientation, School Tours and Shadowing and more. Our goal is to have support from each and every family.

<https://www.pcsb.org/Page/221>

#### Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii)

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Our plan to strengthen our academic program is to incorporate and accelerated opportunity for each student in each grade level. This means that all students will be taking Honors, Pre-AP, AP, DE, AICE, or Industry Certification courses each year of study at Northeast High School.

**How Plan is Developed**

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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N/A

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

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Our school is fully staffed with a student services team of people to assist students with any need that should arise. We have a VE Specialist, a Behavioral Coach, a MTSS Coach, a Social Worker, a School Psychologist, four Counselors, and four Assistant Principals. These individuals provide support in all areas listed above to support our students and their success.

#### **Preparing for Postsecondary Opportunities and the Workforce**

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

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Our school supports postsecondary education and opportunities for all students through our program offerings in AJROTC, Academy of Finance, Academy of Information and Technology, Automotive Academy, Culinary Academy, and AVID programs.

#### **Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

---

Our school wide MTSS process focuses on three concepts: Attendance, Attitude, and Achievement.

We monitor and collect data on these three areas throughout the school year and reward students for their positive attendance, positive behaviors, and great achievement. Our proactive approach to using positive support systems has mitigated the amount of concerning behaviors on our campus; thus, allowing our student services team to provide higher tiered supports to students who might need help.

#### **Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

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and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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Our school utilizes a robust professional development schedule that incorporates staff members collaborating in professional learning groups to review student achievement and plan on interventions and adjustments to instruction. Strategy Walks where staff members visit other teachers' classrooms to observe high impact teaching strategies. Twenty and Out learning sessions to learn new instructional, social emotional, and collaborative strategies to help our students succeed.

Our culture and shared experiences for the craft of education has ensure longevity of our staff in critical subject areas.

**Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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N/A

## VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

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Our ESE student learning gain scores in both ELA and Mathematics were below standard. Our school needs to realign how we serve our students through our case managers and classroom instructors to meet the learning needs of our ESE students.

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

Our ESSA need is for our ESE subgroup of students. Our school scored 39% within the ESE subgroup; thus, falling short of the 41% threshold.

Our plan is to realign our monitoring systems through our case managers to ensure students are regularly attending and performing well academically. Case managers will in turn be able to adjust instruction to meet needs of our students and assist our teachers with modifications to improve teaching and learning for all ESE students.

The monitoring of ESE students will occur daily throughout the school year.

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00