

Pinellas County Schools

# NORTHEAST HIGH SCHOOL



## 2026-27 Schoolwide Improvement Plan

# Table of Contents

SIP Authority ..... 1

I. School Information ..... 2

    A. School Mission and Vision ..... 2

    B. School Leadership Team, Stakeholder Involvement and SIP  
    Monitoring ..... 2

    C. Demographic Data..... 5

    D. Early Warning Systems ..... 6

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..... 13

    E. Grade Level Data Review ..... 16

III. Planning for Improvement..... 17

IV. Positive Learning Environment ..... 33

V. Title I Requirements (optional)..... 36

VI. ATSI, TSI and CSI Resource Review ..... 41

VII. Budget to Support Areas of Focus ..... 42

## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

---

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

---

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## 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.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

---

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

### Provide the school's vision statement

---

100% Student Success

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### 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 Vasallo

vasallom@pcsb.org

##### Position Title

Principal

##### Job Duties and Responsibilities

---

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

#### Leadership Team Member #2

##### Employee's Name

Stacy Mullaney

mullaney@pcsb.org

##### 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**

Gabriella Montemarano

montemaranog@pcsb.org

#### **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**

Thomas Reckenwald

reckenwaldt@pcsb.org

#### **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**

Crystal Gardiner

gardinerc@pcsb.org

#### **Position Title**

Assistant Principal

### **Job Duties and Responsibilities**

---

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

## **2. Stakeholder Involvement**

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

---

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

### **3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

---

The 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.

## C. Demographic Data

|                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2026-27 STATUS</b><br>(PER MSID FILE)                                                                                                                     | <b>ACTIVE</b>                                                                                                                                                                                                                                                                                                              |
| <b>SCHOOL TYPE AND GRADES SERVED</b><br>(PER MSID FILE)                                                                                                      | <b>SENIOR HIGH<br/>9-12</b>                                                                                                                                                                                                                                                                                                |
| <b>PRIMARY SERVICE TYPE</b><br>(PER MSID FILE)                                                                                                               | <b>K-12 GENERAL EDUCATION</b>                                                                                                                                                                                                                                                                                              |
| <b>2025-26 TITLE I SCHOOL STATUS</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                            |
| <b>2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>                                                                                                         | <b>69.1%</b>                                                                                                                                                                                                                                                                                                               |
| <b>CHARTER SCHOOL</b>                                                                                                                                        | <b>NO</b>                                                                                                                                                                                                                                                                                                                  |
| <b>RAISE SCHOOL</b>                                                                                                                                          | <b>NO</b>                                                                                                                                                                                                                                                                                                                  |
| <b>2025-26 ESSA IDENTIFICATION</b><br>*UPDATED AS OF 07/09/2026                                                                                              | <b>N/A</b>                                                                                                                                                                                                                                                                                                                 |
| <b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>                                                                                                |                                                                                                                                                                                                                                                                                                                            |
| <b>2025-26 ESSA SUBGROUPS REPRESENTED</b><br>(SUBGROUPS WITH 10 OR MORE STUDENTS)<br>(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK) | <b>STUDENTS WITH DISABILITIES (SWD)</b><br><b>ENGLISH LANGUAGE LEARNERS (ELL)</b><br><b>ASIAN STUDENTS (ASN)</b><br><b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b><br><b>HISPANIC STUDENTS (HSP)</b><br><b>MULTIRACIAL STUDENTS (MUL)</b><br><b>WHITE STUDENTS (WHT)</b><br><b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b> |
| <b>SCHOOL GRADES HISTORY</b><br><i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>                                                       | <b>2025-26: A</b><br><b>2024-25: B</b><br><b>2023-24: B</b><br><b>2022-23: B</b><br><b>2021-22: B</b>                                                                                                                                                                                                                      |

## D. 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 (2026-27)

Using 2025-26 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  |       |
| School Enrollment                             | 371         | 390 | 353 | 404 | 1,518 |
| Absent 10% or more school days                | 70          | 119 | 117 | 139 | 445   |
| One or more suspensions                       | 34          | 64  | 33  | 36  | 167   |
| Course failure in English Language Arts (ELA) | 3           | 18  | 40  | 40  | 101   |
| Course failure in Math                        | 4           | 62  | 53  | 68  | 187   |
| Level 1 on statewide ELA assessment           | 68          | 77  | 68  | 0   | 213   |
| Level 1 on statewide Algebra assessment       | 55          | 32  | 61  | 36  | 184   |

### Current Year (2026-27)

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 | 54          | 77 | 95 | 71 | 297   |

### Prior Year (2025-26) As Last Reported (pre-populated)

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

| INDICATOR                                     | GRADE LEVEL |    |    |    | TOTAL |
|-----------------------------------------------|-------------|----|----|----|-------|
|                                               | 9           | 10 | 11 | 12 |       |
| Absent 10% or more school days                | □           | □  | □  | □  | 0     |
| One or more suspensions                       | □           | □  | □  | □  | 0     |
| Course failure in English Language Arts (ELA) | □           | □  | □  | □  | 0     |
| Course failure in Math                        | □           | □  | □  | □  | 0     |
| Level 1 on statewide ELA assessment           | □           | □  | □  | □  | 0     |
| Level 1 on statewide Algebra assessment       | □           | □  | □  | □  | 0     |

**Prior Year (2025-26) As Last Reported (pre-populated)**

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

| INDICATOR                            | GRADE LEVEL |     |     |    | TOTAL |
|--------------------------------------|-------------|-----|-----|----|-------|
|                                      | 9           | 10  | 11  | 12 |       |
| Students with two or more indicators | 87          | 116 | 119 | 89 | 411   |

**Prior Year (2025-26) As Last Reported (pre-populated)**

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

| INDICATOR                           | GRADE LEVEL |    |    |    | TOTAL |
|-------------------------------------|-------------|----|----|----|-------|
|                                     | 9           | 10 | 11 | 12 |       |
| Retained students: current year     | 0           | 0  | 0  | 0  | 0     |
| Students retained two or more times | 0           | 0  | 0  | 0  | 0     |

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

## A. ESSA School, District, State Comparison

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 2025-26 had not been fully loaded to CIMIS at time of printing.

| ACCOUNTABILITY COMPONENT                                         | 2026   |           |        | 2025   |           |        | 2024   |           |        |
|------------------------------------------------------------------|--------|-----------|--------|--------|-----------|--------|--------|-----------|--------|
|                                                                  | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† | SCHOOL | DISTRICT† | STATE† |
| ELA Achievement*                                                 | 58     | 64        | 62     | 54     | 62        | 59     | 50     | 55        | 55     |
| Grade 3 ELA Achievement                                          |        |           |        |        |           |        |        |           |        |
| ELA Learning Gains                                               | 58     | 59        | 59     | 61     | 58        | 58     | 55     | 57        | 57     |
| ELA Lowest 25th Percentile                                       | 61     | 55        | 55     | 59     | 54        | 56     | 56     | 55        | 55     |
| Math Achievement*                                                | 46     | 54        | 52     | 40     | 46        | 49     | 36     | 42        | 45     |
| Math Learning Gains                                              | 49     | 49        | 45     | 45     | 45        | 47     | 42     | 46        | 47     |
| Math Lowest 25th Percentile                                      | 53     | 44        | 44     | 48     | 43        | 49     | 44     | 41        | 49     |
| Science Achievement                                              | 76     | 77        | 74     | 74     | 73        | 72     | 58     | 64        | 68     |
| Social Studies Achievement*                                      | 77     | 77        | 76     | 62     | 74        | 75     | 66     | 70        | 71     |
| Graduation Rate                                                  | 99     | 95        | 94     | 99     | 94        | 92     | 94     | 92        | 90     |
| Middle School Acceleration                                       |        |           |        |        |           |        |        |           |        |
| College and Career Acceleration                                  | 71     | 73        | 74     | 62     | 69        | 69     | 66     | 69        | 67     |
| Progress of ELLs in Achieving English Language Proficiency (ELP) |        |           |        |        | 50        | 52     |        | 45        | 49     |

\*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)

| 2025-26 ESSA FPPI                            |     |
|----------------------------------------------|-----|
| ESSA Category (CSI, TSI or ATSI)             | N/A |
| OVERALL FPPI – All Students                  | 65% |
| OVERALL FPPI Below 41% - All Students        | No  |
| Total Number of Subgroups Missing the Target | 0   |
| Total Points Earned for the FPPI             | 649 |
| Total Components for the FPPI                | 10  |
| Percent Tested                               | 96% |
| Graduation Rate                              | 99% |

| ESSA OVERALL FPPI HISTORY |         |         |         |         |           |          |
|---------------------------|---------|---------|---------|---------|-----------|----------|
| 2025-26                   | 2024-25 | 2023-24 | 2022-23 | 2021-22 | 2020-21** | 2019-20* |
| 65%                       | 59%     | 55%     | 58%     | 54%     | 51%       |          |

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

| 2025-26 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          | 51%                             | No                 |                                                       |                                                       |
| English Language Learners           | 63%                             | No                 |                                                       |                                                       |
| Asian Students                      | 65%                             | No                 |                                                       |                                                       |
| Black/African American Students     | 58%                             | No                 |                                                       |                                                       |
| Hispanic Students                   | 67%                             | No                 |                                                       |                                                       |
| Multiracial Students                | 70%                             | No                 |                                                       |                                                       |
| White Students                      | 68%                             | No                 |                                                       |                                                       |
| Economically Disadvantaged Students | 60%                             | 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.

| 2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2024-25 | C&C<br>ACCEL<br>2024-25 | ELP<br>PROGRESS |
| All Students                                   | 58%         |                        | 58%       | 61%               | 47%          | 49%        | 53%                | 76%         | 77%        |              | 99%                     | 71%                     |                 |
| Students With<br>Disabilities                  | 27%         |                        | 55%       | 59%               | 31%          | 41%        | 48%                | 49%         | 57%        |              | 94%                     | 44%                     |                 |
| English<br>Language<br>Learners                | 44%         |                        | 64%       | 74%               | 45%          | 49%        | 62%                | 60%         | 60%        |              | 100%                    | 71%                     |                 |
| Asian<br>Students                              | 58%         |                        | 24%       |                   | 50%          | 40%        |                    | 83%         | 71%        |              | 100%                    | 91%                     |                 |
| Black/African<br>American<br>Students          | 44%         |                        | 48%       | 47%               | 46%          | 51%        | 64%                | 64%         | 64%        |              | 97%                     | 52%                     |                 |
| Hispanic<br>Students                           | 54%         |                        | 59%       | 70%               | 48%          | 49%        | 70%                | 77%         | 73%        |              | 100%                    | 70%                     |                 |
| Multiracial<br>Students                        | 78%         |                        | 69%       |                   | 32%          | 45%        |                    | 80%         | 82%        |              | 100%                    | 76%                     |                 |
| White<br>Students                              | 63%         |                        | 64%       | 67%               | 48%          | 50%        | 45%                | 80%         | 83%        |              | 100%                    | 75%                     |                 |
| Economically<br>Disadvantaged<br>Students      | 47%         |                        | 54%       | 54%               | 42%          | 50%        | 59%                | 69%         | 69%        |              | 99%                     | 56%                     |                 |
| 10/2026                                        |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |

| 2024-25 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 2023-24 | C&C ACCEL 2023-24 | ELP PROGRE |
| All Students                                   | 54%      |                  | 61%    | 59%         | 40%       | 45%     | 48%          | 74%      | 62%     |           | 99%               | 62%               | 46%        |
| Students With Disabilities                     | 29%      |                  | 52%    | 50%         | 29%       | 47%     | 53%          | 53%      | 45%     |           | 97%               | 25%               | 30%        |
| English Language Learners                      | 31%      |                  | 62%    | 64%         | 36%       | 45%     | 57%          | 53%      | 35%     |           | 100%              | 39%               | 46%        |
| Asian Students                                 | 73%      |                  | 64%    |             | 50%       | 39%     |              | 85%      | 69%     |           | 100%              | 61%               | 36%        |
| Black/African American Students                | 38%      |                  | 57%    | 63%         | 28%       | 38%     | 41%          | 70%      | 43%     |           | 99%               | 48%               |            |
| Hispanic Students                              | 50%      |                  | 66%    | 65%         | 44%       | 58%     | 60%          | 68%      | 55%     |           | 100%              | 57%               | 50%        |
| Multiracial Students                           | 57%      |                  | 68%    | 60%         | 42%       | 48%     |              | 83%      | 62%     |           | 100%              | 67%               |            |
| White Students                                 | 60%      |                  | 60%    | 54%         | 43%       | 43%     | 51%          | 77%      | 71%     |           | 99%               | 69%               | 37%        |
| Economically Disadvantaged Students            | 45%      |                  | 56%    | 58%         | 35%       | 43%     | 53%          | 68%      | 54%     |           | 99%               | 52%               | 54%        |

| 2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS |             |                        |           |                   |              |            |                    |             |            |              |                         |                         |                 |
|------------------------------------------------|-------------|------------------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|-------------------------|-----------------|
|                                                | ELA<br>ACH. | GRADE<br>3 ELA<br>ACH. | ELA<br>LG | ELA<br>LG<br>L25% | MATH<br>ACH. | MATH<br>LG | MATH<br>LG<br>L25% | SCI<br>ACH. | SS<br>ACH. | MS<br>ACCEL. | GRAD<br>RATE<br>2022-23 | C&C<br>ACCEL<br>2022-23 | ELP<br>PROGRESS |
| All Students                                   | 50%         |                        | 55%       | 56%               | 36%          | 42%        | 44%                | 58%         | 66%        |              | 94%                     | 66%                     | 43%             |
| Students With<br>Disabilities                  | 24%         |                        | 48%       | 49%               | 13%          | 28%        | 38%                | 23%         | 40%        |              | 96%                     | 33%                     |                 |
| English<br>Language<br>Learners                | 27%         |                        | 61%       | 65%               | 24%          | 39%        | 44%                | 43%         | 50%        |              | 90%                     | 58%                     | 43%             |
| Asian<br>Students                              | 56%         |                        | 65%       | 82%               | 50%          | 52%        |                    | 70%         | 80%        |              | 94%                     | 77%                     | 67%             |
| Black/African<br>American<br>Students          | 34%         |                        | 53%       | 52%               | 24%          | 38%        | 43%                | 37%         | 45%        |              | 97%                     | 56%                     |                 |
| Hispanic<br>Students                           | 42%         |                        | 47%       | 47%               | 24%          | 29%        | 41%                | 46%         | 60%        |              | 90%                     | 55%                     | 38%             |
| Multiracial<br>Students                        | 55%         |                        | 67%       | 79%               | 35%          | 41%        |                    | 52%         | 57%        |              | 94%                     | 53%                     |                 |
| White<br>Students                              | 59%         |                        | 55%       | 57%               | 44%          | 47%        | 49%                | 69%         | 71%        |              | 95%                     | 71%                     |                 |
| Economically<br>Disadvantaged<br>Students      | 42%         |                        | 50%       | 50%               | 29%          | 35%        | 41%                | 48%         | 55%        |              | 94%                     | 56%                     | 39%             |

## 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.

| 2025-26 SPRING |       |                                                                                          |          |                   |       |                |
|----------------|-------|------------------------------------------------------------------------------------------|----------|-------------------|-------|----------------|
| SUBJECT        | GRADE | SCHOOL                                                                                   | DISTRICT | SCHOOL - DISTRICT | STATE | SCHOOL - STATE |
| ELA            | 9     | 55%                                                                                      | 63%      | -8%               | 60%   | -5%            |
| ELA            | 10    | 55%                                                                                      | 62%      | -7%               | 61%   | -6%            |
| Biology        | 9     | 88%                                                                                      | 82%      | 6%                | 87%   | 1%             |
| Biology        | 10    | 55%                                                                                      | 49%      | 6%                | 60%   | -5%            |
| Biology        | 11    | 60%                                                                                      | 44%      | 16%               | 52%   | 8%             |
| Algebra        | 9     | 49%                                                                                      | 44%      | 5%                | 41%   | 8%             |
| Algebra        | 10    | 39%                                                                                      | 29%      | 10%               | 31%   | 8%             |
| Geometry       | 9     | 57%                                                                                      | 74%      | -17%              | 75%   | -18%           |
| Geometry       | 10    | 32%                                                                                      | 46%      | -14%              | 40%   | -8%            |
| Geometry       | 11    | 26%                                                                                      | 24%      | 2%                | 26%   | 0%             |
| History        | 11    | 78%                                                                                      | 72%      | 6%                | 75%   | 3%             |
| History        | 12    | 64%                                                                                      | 54%      | 10%               | 56%   | 8%             |
| Algebra        | 11    | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |
| Algebra        | 12    | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |
| Geometry       | 12    | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |
| History        | 10    | * data suppressed due to fewer than 10 students or all tested students scoring the same. |          |                   |       |                |

### 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?

---

The area of greatest growth came in US History, where our achievement increased 15% from 62% to 77%.

Last year's school improvement actions in Social Studies included: targeted remediation, utilizing FAST PM data to spiral reteaching and groupings, implementing district protocols, the five essentials and AVID strategies supported by Data-Informed PLCs.

##### **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 achievement was our lowest area of proficiency at 46%. This is an increase from 40% last year, but still remains our lowest.

One of the challenges in Math is the students' reliance on technology and subsequent use of artificial intelligence to mask their deficiencies on classroom assessments. as the year progressed, efforts were made to decrease the use of technological applications and focus more on paper and pencil assessments.

##### **Greatest Decline**

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

---

The only area of decline in our tested areas came in the area of learning gains in ELA. Despite this decline, ELA proficiency still increased, as did learning gains in the lowest 25%.

Areas to focus on will include student attendance and insuring alignment of student work to the appropriate levels of rigor.

##### **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.

---

Despite our growth in Math proficiency, the greatest gap between Northeast High School students the state average remains in Math, where we remain 10% behind the state average in both Algebra and Geometry.

One of the challenges in Math is the students' reliance on technology and subsequent use of artificial intelligence to mask their deficiencies on classroom assessments. As the year progressed, efforts were made to decrease the use of technological applications and focus more on paper and pencil assessments.

### **EWS Areas of Concern**

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

---

Attendance is our area of concern. Data shows that students who have great attendance achieve better results than students who do not. X 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. Increased learning gains in ELA.
4. 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 Math

##### Area of Focus Description and Rationale

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 focus will be on identifying complex, high-priority problems that enhance mathematics instruction. We will emphasize selecting tasks that reflect the rigor of assessment items at Levels 3, 4, and 5. By choosing appropriately challenging and aligned problems, students will move beyond simply performing mathematical procedures to applying them in problem-solving situations that demand higher-order thinking.

##### Measurable Outcome

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.

---

Mathematics performance data indicate positive growth in both achievement and learning gains. Learning gains increased from 48% to 53% between the 2024–2025 and 2025–2026 school years, reflecting a 5% increase. To continue this upward trend, the school has set a goal of increasing learning gains to 56% (a 3% increase) during the 2026–2027 school year.

Mathematics achievement also showed significant improvement, increasing from 40% to 46% over the same period, representing a 6% gain. The school's 2026–2027 goal is to further increase mathematics achievement to 50%, representing an additional 4% improvement.

##### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Teachers will collaborate weekly to select Level 3, 4, and 5 problems from district resources to integrate into instruction across all lessons and modules. Student collaboration will be an essential

component of the learning process, providing opportunities for meaningful mathematical discussions and the application of procedures to solve higher-level problems. Teachers will consistently monitor student progress by assessing their ability to independently solve rigorous tasks through classroom assessments and district-developed module assessments.

**Person responsible for monitoring outcome**

Stacy Mullaney

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

We will conduct a pre-school-year math meeting for all department teachers to review high school math essentials, with an emphasis on identifying critical content and high-rigor problems using district resources. During this session, we will share strategies to effectively engage students in complex tasks and support true mastery of benchmarks. We will also prioritize the consistent incorporation of Level 3, 4, and 5 problems into instruction across all units and modules.

**Rationale:**

We aim to ensure that teachers become highly skilled in using district resources to select problems that accurately measure students' deep understanding of content. By increasing exposure to rigorous problems aligned with EOC expectations, students will strengthen their conceptual understanding, leading to improved overall assessment performance.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #2:**

Math teachers will participate in common planning with colleagues who teach the same subject. Together, they will identify high-rigor problems to enhance instruction, focusing on tasks that require students to apply their knowledge and procedures rather than simply replicate steps to solve similar problems.

**Rationale:**

Students will demonstrate the ability to work both collaboratively and independently to apply mathematical processes and procedures when solving high-rigor problems aligned to Levels 3, 4, and 5 on assessments.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

### **Action Step #1**

Administration will regularly attend common planning sessions in testable content areas and work with teachers on identifying high-rigor problems from district resources.

#### **Person Monitoring:**

Stacy Mullaney

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

Every other week

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

During common planning sessions, the mathematics administrator will collaborate with teachers to ensure effective use of district resources when selecting practice problems that promote deeper student understanding. Planning will be guided by district tools, including pacing calendars, IFGs, and digital resources. Additionally, teachers and administrators will analyze formative assessment data from common assessments, cycle exams, and other measures to identify areas of strength and need. This data will inform future instruction and support intentional spiraling of content.

### **Action Step #2**

Administration will use school-wide walkthrough observations and formal observations of teachers to analyze the incorporation of high-rigor problems and student understanding through academic discourse, in classrooms

#### **Person Monitoring:**

Stacy Mullaney

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

ongoing

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

Administration will look for evidence of student collaboration and student-to-student academic discourse as they apply knowledge and problem-solving skills to high-rigor tasks. Following observations, administrators will provide targeted feedback to teachers, discussing strategies for improvement based on observed instruction and activities, while also incorporating insights from formative district assessment data.

## **Area of Focus #2**

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**

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.

Students will be enrolled in courses that offer industry certifications, dual enrollment credit, AICE and AP options, accelerating learning through rigorous academic and practical experiences. This aligns with our school's vision and mission to foster academic excellence and prepare students for college, careers, and life.

#### **Measurable Outcome**

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 improved from 72% in 2024-2025 to 86% in 2025-2026.

Our goal for this year is to improve our acceleration rate by 4% for the 2026-2027 SY.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Students will be placed in courses that provide opportunities for acceleration, including those offering industry certifications. The school will also strengthen staff capacity to identify critical content from AP Subject Unit Guides and Cambridge syllabi, ensuring alignment with district resources. In addition, students will have access to dual enrollment courses through PTC and SPC. Enrollment and progress will be reviewed quarterly to ensure students remain in courses that support continued acceleration and academic growth.

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

All administrators

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

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

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

Students enrolled in acceleration courses such as AP, AICE, dual enrollment, and industry certification programs engage in rigorous learning experiences that build proficiency and strengthen critical thinking skills, aligning with the school's mission, 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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

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

Tracking student progress and implementing advanced course syllabi.

**Person Monitoring:**

All Administrators

**By When/Frequency:**

ongoing

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

Teachers will monitor student progress through the use of learning goals, proficiency scales, and assessments. Administrators will ensure effective implementation of AP and Cambridge syllabi, with a focus on the appropriate use of curricular materials. Both teachers and administrators will collaborate in planning, utilizing district resources alongside College Board and Cambridge supports. Additionally, administrators will conduct classroom observations, provide feedback, and partner with teachers to refine and strengthen instructional practices.

**Area of Focus #3**

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**

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 goal is to maintain the highest graduation rate possible for our school. For the 2025-2026 school year, w, our graduation rate was 99.25%. For the 2026-2027 school year, we will work to maintain a graduation rate to meet our graduation ceiling of 99.75%

**Measurable Outcome**

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.

For the 2026-2027 school year, we will work to maintain a graduation rate to meet our graduation ceiling of 99.75%

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Ongoing, weekly, to target the needs of each senior. Students who need intensive support will receive assistance through the Graduation Endhancement Program (GEP).

**Person responsible for monitoring outcome**

Stacy Mullaney

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable

outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Weekly monitoring and providing supports to students.

**Rationale:**

This will be monitored by administrations and school counselors to ensure that students have courses to 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:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Monitor course and testing progress towards graduation requirements.

**Person Monitoring:**

Administration and School Counselors

**By When/Frequency:**

Ongoing

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

Ensuring that students are enrolled in the appropriate courses required for graduation and receive the necessary tutoring to meet testing benchmarks. Northeast will also keep parents informed about their child's progress toward graduation.

**Area of Focus #4**

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**

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 focus will be on integrating conceptually challenging problems into biology instruction that reflect the rigor of levels 3, 4, and 5 assessment items. By selecting aligned tasks, students will move beyond memorization to apply scientific concepts through data analysis, real-world scenarios, and higher-order thinking.

**Measurable Outcome**

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 Biology scores improved from 74% proficient in 2024 to 76% proficient in 2026 (using School Grade Science Achievement Score). Our goal for this year is to improve proficiency by 5% to 81% proficient for the 26-27 SY.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Progress toward our biology instructional goal will be monitored through biweekly Professional Learning Community (PLC) meetings and classroom walkthroughs with feedback. These actions will focus on analyzing student work and assessment data for rigor and alignment to Levels 3–5. Teachers will employ common protocols to assess student thinking and adjust instruction as necessary. Quarterly benchmark data will be reviewed to identify trends and guide spiraled instruction.

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

Michael Vasallo

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

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

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

When presenting new content, science teachers utilize hands-on, inquiry-based experiences to establish a concrete foundation for conceptual understanding.

#### **Rationale:**

Scientific Thinking Protocol will lead to authentic learning experiences and understanding of rigorous content.

#### **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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

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

Teachers reference the initial hands-on experience as students learn critical content within the unit.

#### **Person Monitoring:**

Michael Vasallo

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

ongoing

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

**step:**

- Teachers facilitate a quarterly in-class “Level-Up” session designed to review and reinforce critical content in preparation for each cycle assessment and the Biology EOC.
- Science teachers collaborate with administration each quarter to design targeted interventions, allowing for small-group instruction focused on reteaching and remediation.
- Students maintain interactive notebooks

**Action Step #2**

Scientific Thinking Protocols are embedded into each lab experience.

**Person Monitoring:**

Michael Vasallo

**By When/Frequency:**

ongoing

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

- Each laboratory experience will be intentionally designed to incorporate Scientific Thinking Protocols that promote inquiry and analytical reasoning.
- Teachers will consistently reference the initial hands-on engagement to reinforce key concepts and facilitate deeper understanding as students’ progress through the unit.

**Area of Focus #5**

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**

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.

Teachers will systematically use data to design, assess, and implement targeted review and remediation plans, leading to increased student achievement and improved learning outcomes.

**Measurable Outcome**

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 2026, our school's Social Studies scores increased to 77% (+16%) in student achievement, from 61% in 2025. This year, our goal is to increase achievement by 3%.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Student achievement will be monitored through assessments, with benchmark data from Performance Matters and Data Analytics used to guide instructional decisions. US History Teachers will analyze 2026 EOC results and 2026-2027 PM results to identify strengths and areas of need and

adjust lessons to address learning gaps. Ongoing assessment data will support spiraled reteaching and targeted interventions at the whole-class, small-group, and individual levels based on student performance trends, promoting continuous growth and improved achievement.

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

Tom Reckenwald

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

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

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

Teachers will implement evidence-based interventions, analyze student assessment data, and provide differentiated instruction to achieve measurable student outcomes. These strategies were selected for their demonstrated effectiveness in improving visual learning and critical thinking skills. Implementation and impact will be monitored through classroom observations and the use of the school walkthrough tool. Heavy focus will be placed on using PM data to select AVID strategies, SS Protocols, non-negotiables, and essentials to guide spiraled reteaching plans, pull-out, and push-in teaching interventions.

### **Rationale:**

By utilizing district-created protocols and materials, teachers can prioritize critical historical thinking skills while providing differentiated instruction that supports diverse learners and strengthens visual learning and critical thinking. Ongoing data analysis will inform instructional adjustments, identify learning gaps, and guide intentional spiraled reteaching to reinforce key concepts over time. Research-based practices, including AVID strategies, social studies 5 essentials, focused notes, social studies protocols, and benchmark data tracking, will support student engagement, organization, academic discourse, and mastery of grade-level standards. This strategy is designed to improve student achievement by ensuring that instruction is aligned with district expectations and responsive to students' learning needs.

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

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

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

Yes

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

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

### **Action Step #1**

Teachers will use benchmark data to identify strengths and weaknesses and plan effective Tier 1 instruction.

### **Person Monitoring:**

Tom 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 use benchmark data to identify strengths and weaknesses and plan effective Tier 1 instruction. Research-based practices, including Social Studies protocols, Five Essentials, AVID, stimulus-based questioning, differentiated instruction, spiraled re-teaching, and student agency, will strengthen historical thinking and engagement. Effectiveness will be monitored through classroom observations, walkthrough data, and ongoing analysis of student performance. This strategy supports improved achievement on the U.S. History EOC through data-driven, standards-based instruction.

**Action Step #2**

Teachers and administrators will analyze benchmark and PM data to identify learning gaps and plan interventions.

**Person Monitoring:**

Tom Reckenwald

**By When/Frequency:**

On-going

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

Teachers and administrators will analyze benchmark and PM data to identify learning gaps, plan spiraled reteaching, and adjust instruction based on student needs. PLC teams will identify Tier 2 and Tier 3 students for targeted remediation through small-group, one-on-one, and ISD-supported push-in/pull-out instruction. Ongoing collaboration and data analysis will guide instructional decisions, strengthen content knowledge, and support student growth. This strategy promotes improved student achievement through data-driven instruction and targeted intervention.

**Action Step #3**

Digital Citizenship skills taught and modeled with all students.

**Person Monitoring:**

Michael Vasallo

**By When/Frequency:**

ongoing

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

- Digital Citizenship expectations are integrated into classroom discussions, technology usage, and school-wide procedures.
- The Media Center will provide students with opportunities to practice ethical research, source evaluation, and proper citation of information.
- The Media Specialist will provide professional development and resources for teachers on integrating Digital Citizenship into classroom instruction.
- Teachers incorporate discussions about evaluating online sources and identifying misinformation into core content areas.

**Area of Focus #6**

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**

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 area of focus will be on reducing the achievement gap between black and non-black students at Northeast High School in ELA and Math. Our focus will be to Increase proficiency and learning gains for Black students in ELA and Mathematics through rigorous standards-based instruction, responsive teaching practices, and systematic progress monitoring.

### **Measurable Outcome**

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 25-26, our black students performed at 43% proficiency, while our overall proficiency was 58%. In Math our 25-26 proficiency for black students matched our overall proficiency at 45%. Our goal is to raise our proficiency in Math and ELA to 50% for our Black students.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

Progress toward our black student achievement goal will be monitored through biweekly Professional Learning Community (PLC) meetings and classroom walkthroughs with feedback. These actions will focus on analyzing student work and assessment data for rigor and alignment to Levels 3–5.

Teachers will employ AVID WICOR strategies and common protocols to assess student thinking and adjust instruction as necessary. Quarterly benchmark data will be reviewed to identify trends and guide spiraled instruction.

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

Michael Vasallo

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

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

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

- AVID's WICOR Strategies are instructional practices used to promote organization, processing, and advanced thinking.
- Digital Citizenship skills taught and modeled with all students.
- ESE and 504 Accommodations known for each qualified student and implemented.
- Anchor Charts are used daily to increase student mastery of learning targets.

#### **Rationale:**

Research consistently demonstrates that students achieve at higher levels when instruction is standards-aligned, intentionally planned, and responsive to student needs. Black students experience the greatest success when schools maintain high expectations, provide access to rigorous grade-level instruction, monitor progress frequently, and implement timely interventions. Effective schools also create culturally affirming environments where students see themselves reflected in instruction

and where relationships support academic excellence.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Implement culturally responsive instructional practices that increase student engagement and relevance.

**Person Monitoring:**

Michael Vasallo

**By When/Frequency:**

Ongoing

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

AVID WICOR Strategies are instructional practices used to promote organization, processing, and advanced thinking.

- Literacy Instruction Across All Contents:

- o Embedded Guided Reading is integrated in every class to build content understanding and mastery. It includes several key practices: identifying paragraphs, making predictions, using annotations, organizing ideas with graphic organizers, integrating ideas, summarizing, and engaging in discussions-three times each week.

- o Deeper Discussions: Text related collaborative conversations.

- o Text-based Writing/Extended Writing using writing scaffolds.

- Focused Notes that include Annotations (Paraphrasing), Questions, Summarizing (Analysis), and Review (10-24-7)

- Collaborative Strategies that involve movement and student-to-student discourse (Gallery Walks, Four Corners, Stations, Collaborative Study Groups, Rotations, or Socratic Seminars).

- HOT (Higher Order Thinking) Questions to promote metacognition (critically thinking) and the transfer of learning.

**Action Step #2**

Ensure all Black students have access to grade-level rigorous instruction daily.

**Person Monitoring:**

Michael Vasallo

**By When/Frequency:**

Weekly Walkthroughs/Bi-Weekly/Monthly

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

- Implement student goal-setting and data-tracking processes that allow students to monitor their academic growth and develop ownership of their learning.

- Utilize district curriculum resources with fidelity.

- Anchor Charts are used daily to increase student mastery of learning targets.

- HOT (Higher Order Thinking) Questions to promote metacognition (critically thinking) and the transfer of learning.

## Area of Focus #7

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

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 area of focus for ELA grades 9 and 10 is using the analysis of "how" to ensure alignment to the benchmark at the appropriate rigor.

#### Measurable Outcome

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.

---

1. Our school ELA scores improved in 2026 to 62% of students being proficient from the prior year of 54% being proficient in 2025.

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

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

---

*Teachers will monitor the integration of BEST texts to support student thinking and deepen understanding.* Teachers will closely monitor FAST ELA data while conducting timely data chats with students to increase proficiency for our L25 students. The previous year's proficiency percentage for PM 3 increased from 0% to 20.4% proficiency for the current year. We expect proficiency to rise to 40% by PM 3 this year.

#### Person responsible for monitoring outcome

Crystal Gardiner

#### Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### Description of Intervention #1:

We will conduct a Pre-school meetings with all ELA teachers in order to share the ELA essentials including anchor charts in order to ensure the team is calibrated around what the effective use of anchor charts is and what it is not. Teacher will engage in common planning in order to create a

system for how students will use and or create anchor charts for the identified focused benchmarks on the curriculum pacing guides, as well as, a plan for how they will get students to use the anchor charts to foster mastery and retention without memorization.

**Rationale:**

Teachers having a clear understanding for how to implement anchor charts will assist our learners in analyzing complex text; thus, performing better on the FAST ELA assessment

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

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

No

**Description of Intervention #2:**

Teachers will engage in common planning with their teaching partners and analyze prior year's FAST ELA proficiency data to incorporate timely review of progress and learning goals with students.

**Rationale:**

Students will fully understand their individual goals and target standards to increase their performance on FAST ELA assessments.

**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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Using Data to Increase Proficiency

**Person Monitoring:**

Crystal Gardiner

**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 for targeted student interventions and strategies for checks for understanding. Students will track their understanding and growth using data trackers and current PM Assessment Data, by subgroup and individual progress.

**Action Step #2**

Timely Data Chat and Analysis with Students

**Person Monitoring:**

Crystal Gardiner

**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. Anchor charts and district resources will be incorporated to support learning. Students will track their understanding and growth using data trackers.

**Action Step #3**

Digital Citizenship skills taught and modeled with all students.

**Person Monitoring:**

Michael Vasallo

**By When/Frequency:**

ongoing

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

- Digital Citizenship expectations are integrated into classroom discussions, technology usage, and school-wide procedures.
- The Media Center will provide students with opportunities to practice ethical research, source evaluation, and proper citation of information.
- The Media Specialist will provide professional development and resources for teachers on integrating Digital Citizenship into classroom instruction.
- Teachers incorporate discussions about evaluating online sources and identifying misinformation into core content areas.

## IV. Positive Learning 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 area of focus is student attendance. Across grades 9, 10, 11, and 12, 423 students missed 10% or more of school during the 2025-2026 academic school year. Attendance at school is crucial and is the number one priority to success academically. Our goal is to have students attend class daily, arrive timely to class, and prepared mentally for learning.

**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 decrease the number of students missing 10% or more of school by 150 students. This would be a decrease from 423 students in the 2025-2026 school year to 273 students in the 2026-2027 school year.

**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.

---

This area of focus will be monitored weekly by our MTSS coach, Title I support specialist, administrative and counselor grade level teams. Our Child Study Team will meet biweekly to review

and discuss interventions for attendance concerns by grade level. Additional supports from our student services team will be provided as necessary to increase attendance (including but not limited to family conferences, home visits, referrals to outreach organizations, social work intervention, and truancy court).

**Person responsible for monitoring outcome**

Crystal Gardiner

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

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

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Create CST Schedule

**Person Monitoring:**

Crystal Gardiner

**By When/Frequency:**

by 8/1/26

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

Set CST Meeting schedule based on school needs

**Action Step #2**

CST Recruitment

**Person Monitoring:**

Crytsal Gardiner

**By When/Frequency:**

by 8/1/26

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

Identify and assemble the 2026-2027 CST Members from each department.

**Action Step #3**

Training Meeting

**Person Monitoring:**

Crytsal Gardiner

**By When/Frequency:**

by 8/1/26

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

**step:**

Conduct PD for staff to cover this year's action items.

**Action Step #4**

Digital Citizenship skills taught and modeled with all students.

**Person Monitoring:**

Michael Vasallo

**By When/Frequency:**

ongoing

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

- The Media Specialist and classroom teachers will teach and reinforce Digital Citizenship skills that promote student engagement, responsibility, and ownership of learning, including effective use of learning management systems, digital communication tools, online resources, and attendance-monitoring platforms.
- Students will learn how responsible digital habits support regular attendance, timely assignment completion, and continued academic engagement when absent.
- The Media Center will serve as a hub for relationship-building activities that encourage positive peer and adult interactions.
- The Media Specialist will facilitate activities that encourage student engagement and connectedness to school.

## 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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

---

<https://northeast-hs.pcsb.org/about-us/school-improvement-plan>

#### SIP Stakeholder Communication Plan

Northeast High School is committed to ensuring that all stakeholders have meaningful access to the School Improvement Plan (SIP). The SIP will be shared in a variety of formats and through multiple platforms, including:

#### In-Person Events:

- School-wide Family Nights
- School Advisory Council (SAC) & Parent-Teacher Organization (PTO) meetings
- Career Academy meetings
- College and Career Planning events

#### Digital & Electronic Platforms:

- School website
- Automated phone call-outs
- Focus messages to families Support for ESOL Families

Recognizing the growing number of ESOL families in our community, NEHI is taking the following

steps to ensure equitable access to SIP information and other school communications:

- Translation Services at Events: In-person meetings and family engagement events will have translators available.
- Multilingual Phone Communication: Phone calls home will be supported by a district-provided translation service.
- Digital Communication Tools: All staff have access to the Focus messaging platform, which allows communication to be automatically translated into each student's home language. These efforts reflect our commitment to inclusive family engagement and ensuring all voices are heard in the school improvement process.

### **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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

---

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.

To strengthen the connection between family engagement and academics, we will embed academic focused components into events, such as grade-level learning expectations, tips for supporting learning at home, and student showcases to ensure families leave with meaningful takeaways. These strategies, along with multilingual communication and flexible scheduling, will help ensure all families feel empowered, valued, and actively involved in shaping NEHI's school community.

### **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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

---

Our plan to strengthen our academic program is to incorporate an 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.

To achieve the 2026-2027 SIP goals, NEHI will continue to enhance successful strategies such as leveraging the Data Analytics dashboard to support real-time instructional decisions and conducting student data chats to promote goal setting and ownership. PLCs will follow strengthened protocols to ensure consistent use of data in collaborative planning, with action plans submitted and monitored for impact. To address varying levels of data fluency, we will provide differentiated professional development and embed coaching supports that focus on building teacher confidence and capacity. Additionally, departments will showcase successful data-driven practices to encourage peer learning and foster a shared commitment to continuous improvement. These strategies ensure NEHI remains on track and responsive to any challenges that arise.

### **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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

---

ESOL - Northeast High School will ensure the unique needs of ESOL students are being met by the following strategies: 1. Ensuring high-quality, standards-based, and culturally responsive educational programs for ESOL students and families. 2. Provide professional development for all educators working with ESOL students. 3. Providing information to families in their native language to the extent possible.

IDEA (ESE) - Northeast High School will conduct meetings with parents and our ESE team to discuss policies and procedures for ESE students, as well as the specific learning needs and expectations for ESE students. Title II (Professional Learning Dept.)-Northeast High School will take advantage of any support provided by the district regarding professional learning.

Community Partners - This school year, NEHI has strengthened community partnerships to support wraparound services for students, including a successful collaboration with Chick-fil-A on 4th Street. This partnership has enabled us to raise funds to directly support our MTSS program, which provides targeted interventions for high-need students and fosters greater student and family engagement. In addition to this, our academies and College & Career Center continue to offer academic enrichment, mentoring, and college readiness support. Data from student participation, feedback from families, and staff observations confirm the positive impact of these efforts.

## 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

---

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

---

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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, rewarding students for their positive attendance, positive behaviors, and outstanding achievements. Our proactive approach to utilizing positive support systems has mitigated the occurrence of concerning behaviors on our campus, thereby allowing our student services team to provide higher-tiered support to students who may need assistance. This year, NEHI will welcome two Title I Support Assistants to our team. These individuals will play key roles on both the Child Study Team and the Multi-Tiered System of Supports (MTSS) Team, helping to provide valuable data and targeted solutions for students in need of additional support. Each Title I Support Assistant will carry a caseload of students identified as

struggling with one or more of the three A's: Attendance, Academics, and Attitude (Behavior). • One assistant will focus primarily on Tier 2 interventions for students experiencing behavioral and disciplinary challenges. • The other assistant will concentrate on academic achievement, working closely with students who are not meeting grade-level expectations. • The MTSS Coach will continue to monitor and support students who are showing emerging patterns of attendance concerns. Together, this team will provide a more comprehensive and data-driven approach to student support, ensuring that we meet students' needs early and effectively. These early interventions will provide the necessary support to achieve the SIP goals.

### **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 and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

---

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

---

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 (2)(C) and 1114(b)(6)).

### Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

---

N/A

### Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

---

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

| BUDGET            | ACTIVITY | FUNCTION/<br>OBJECT | FUNDING<br>SOURCE | FTE | AMOUNT |
|-------------------|----------|---------------------|-------------------|-----|--------|
| Plan Budget Total |          |                     |                   |     | 0.00   |