NORTHEAST HIGH SCHOOL

2025-26 Schoolwide Improvement Plan

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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 Hernandez

hernandezmic@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

mullaneys@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
Lindsay Rodgers

rodgersli@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
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 #5

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.

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)).

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

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **PK, 9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**87.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **ASIAN STUDENTS (ASN)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: B** **2023-24: B** **2022-23: B** **2021-22: B** **2020-21:**

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 (2025-26)

Using 2024-25 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	370	411	436	424	1,641
Absent 10% or more school days	89	139	153	154	535
One or more suspensions	51	51	40	17	159
Course failure in English Language Arts (ELA)	4	50	54	51	159
Course failure in Math	1	23	47	70	141
Level 1 on statewide ELA assessment	88	71	0	0	159
Level 1 on statewide Algebra assessment	71	55	80	45	251

Current Year (2025-26)

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	87	116	119	89	411

Prior Year (2024-25) 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	121	133	144	117	515
One or more suspensions	65	45	39	22	171
Course failure in English Language Arts (ELA)	86	72	65	2	225
Course failure in Math	72	107	87	2	268
Level 1 on statewide ELA assessment	116	113	120		349
Level 1 on statewide Algebra assessment	69	35	134	139	377

Prior Year (2024-25) 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	89	133	169	130	521

Prior Year (2024-25) 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				3	3
Students retained two or more times	9	8	6	6	29

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

A. ESSA School, District, State Comparison

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 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	62	59	50	55	55	46	47	50
Grade 3 ELA Achievement									
ELA Learning Gains	61	58	58	55	57	57			
ELA Lowest 25th Percentile	59	54	56	56	55	55			
Math Achievement*	40	46	49	36	42	45	39	36	38
Math Learning Gains	45	45	47	42	46	47			
Math Lowest 25th Percentile	48	43	49	44	41	49			
Science Achievement	74	73	72	58	64	68	57	61	64
Social Studies Achievement*	62	74	75	66	70	71	61	63	66
Graduation Rate	99	94	92	94	92	90	94	92	89
Middle School Acceleration									
College and Career Acceleration	62	69	69	66	69	67	66	69	65
Progress of ELLs in Achieving English Language Proficiency (ELP)	46	50	52	43	45	49	51	47	45

*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)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	59%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	650
Total Components for the FPPI	11
Percent Tested	96%
Graduation Rate	99%

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
59%	55%	58%	54%	51%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	52%	No		
Asian Students	64%	No		
Black/African American Students	53%	No		
Hispanic Students	61%	No		
Multiracial Students	65%	No		
White Students	60%	No		
Economically Disadvantaged Students	56%	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.

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 PROGRESS
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 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 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	50%		55%	56%	36%	42%	44%	58%	66%		94%	66%	43%
Students With Disabilities	24%		48%	49%	13%	28%	38%	23%	40%		96%	33%	
English Language Learners	27%		61%	65%	24%	39%	44%	43%	50%		90%	58%	43%
Asian Students	56%		65%	82%	50%	52%		70%	80%		94%	77%	67%
Black/African American Students	34%		53%	52%	24%	38%	43%	37%	45%		97%	56%	
Hispanic Students	42%		47%	47%	24%	29%	41%	46%	60%		90%	55%	38%
Multiracial Students	55%		67%	79%	35%	41%		52%	57%		94%	53%	
White Students	59%		55%	57%	44%	47%	49%	69%	71%		95%	71%	
Economically Disadvantaged Students	42%		50%	50%	29%	35%	41%	48%	55%		94%	56%	39%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	46%				39%			57%	61%		94%	66%	51%
Students With Disabilities	31%				35%			40%	50%		87%	34%	
English Language Learners	26%				38%			55%	50%		91%	55%	40%
Asian Students	54%				50%			72%	50%		96%	64%	54%
Black/African American Students	29%				26%			39%	44%		91%	53%	
Hispanic Students	40%				34%			53%	63%		96%	68%	44%
Multiracial Students	41%				35%			63%	50%		100%	57%	
White Students	55%				45%			63%	68%		94%	70%	29%
Economically Disadvantaged Students	36%				33%			51%	50%		93%	57%	40%

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.

2024-25 SPRING						
SUBJECT	**GRADE**	**SCHOOL**	**DISTRICT**	**SCHOOL - DISTRICT**	**STATE**	**SCHOOL - STATE**
ELA	10	55%	59%	-4%	58%	-3%
ELA	9	49%	59%	-10%	56%	-7%
Biology		73%	69%	4%	71%	2%
Algebra		30%	59%	-29%	54%	-24%
Geometry		44%	53%	-9%	54%	-10%
History		61%	72%	-11%	71%	-10%
2024-25 WINTER						
SUBJECT	**GRADE**	**SCHOOL**	**DISTRICT**	**SCHOOL - DISTRICT**	**STATE**	**SCHOOL - STATE**
Algebra		12%	13%	-1%	16%	-4%
2024-25 FALL						
SUBJECT	**GRADE**	**SCHOOL**	**DISTRICT**	**SCHOOL - DISTRICT**	**STATE**	**SCHOOL - STATE**
Algebra		9%	17%	-8%	18%	-9%
Geometry		*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?

Our school had the most improvement in our Science Achievement. Our scores grew 16% from 58% in 2024 to 74% in 2025.

New Actions: We have improved in common planning to ensure our instruction is fully aligned with state standards. We have focused on integrating literacy skills to build students science foundational knowledge as well as offering many opportunities for laboratory practice for science application.

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 Social Studies scores decreased by 5% from 66% in 2023 to 61% in 2025.

Contributing factors include teaching students how to adjust to new adaptive testing format for social studies, covering the standards to the appropriate depth and rigor, and student attendance.

Greatest Decline

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

Our greatest decline in scores from the prior year was in Social Studies. Our scores decreased by 5% from 66% in 2024 to 61% in 2025.

Contributing factors include teaching students how to adjust to new adaptive testing format for social studies, covering the standards to the appropriate depth and rigor, and student attendance.

Greatest Gap

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

Our greatest gap is in Social Studies. Our scores decreased by 5% from 66% in 2024 to 61% in 2025.

Contributing factors include teaching students how to adjust to new adaptive testing format for social studies, covering the standards to the appropriate depth and rigor, and student attendance.

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. Improved Achievement in Social Studies.
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 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.

Our school ELA scores improved in 2025 to 54% of students being proficient from the prior year of 50% being proficient in 2024.

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 by utilizing analysis of how activities to access student understanding. Teachers will use anchor charts to analyze BEST text to support student thinking.

Person responsible for monitoring outcome

Michael Hernandez

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.

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 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:
Students fully understanding how to use and implement the anchor chart strategies will 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
Anchor Chart Incorporation and Analysis of How Strategies

Person Monitoring:	**By When/Frequency:**
Michael Hernandez	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 leaning. Students will track their understanding and growth using data trackers.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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 identifying critical, challenging problems to accompany mathematics instruction. We will look to place great emphasis on incorporating problems that match the rigor of assessment items at levels 3, 4, and 5. In choosing aligned problems at the appropriate level of rigor, students will move beyond completing mathematical procedures to applying the procedures in problem solving that requires higher level 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 math scores improved from 36% proficient in 2024 to 39% proficient in 2025. Our goal for this year is to improve proficiency by 5% through our combined Algebra 1 and Geometry scores.

Monitoring

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

Teachers will collaborate weekly and select level 3, 4, and 5, problems, using district resources, that will be utilized in instruction for all lessons, in all modules. Regular collaboration between students will be a fundamental part of instruction so that students have the opportunity to discuss math with their peers and apply mathematical procedures to solve higher level thinking problems. Teachers will regularly assess students in their ability to independently solve rigorous problems through in-class assessments and district-designed module assessments.

Person responsible for monitoring outcome

Lindsay Rodgers

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 hold a pre-school math meeting for all teachers in the department to review high school math essentials with a focus on identifying critical content and high rigor problems from district resources and share strategies on engaging students with complex tasks and true mastery of benchmarks. We will focus on ensuring that we are including level 3, 4, and 5 problems into instruction on a regular basis in all units and modules.

Rationale:
We want to ensure that teachers are all experts in utilizing district resources and selecting problems that will truly indicate student understanding of content at a deeper level. With more exposure to high rigor problems that align with the EOC, student understanding should improve and overall assessment performance should improve.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Teachers in the math department will engage in common planning with teachers of the same subject matter. They will work collaboratively to identify problems to supplement instruction that are high rigor and that result in student applying knowledge and procedures versus simply mirroring steps to solve similar problems.

Rationale:
Student will be able to work collaboratively and independently to apply knowledge of mathematical processes and procedures to solve high rigor problems matching 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:	**By When/Frequency:**
Lindsay Rodgers	Every other week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
In attending common planning, the administrator over mathematics will work with teachers on appropriate resource use to pull practice problems that will lead to higher level understanding of content from students. District resources will be used to drive planning, including use of pacing calendars, IFGs, and digital resources. In common planning, teachers and administration will also examine formative assessment data from common assessments, cycle exams, etc. Data will be used to identify areas of strengths and deficits to drive future instruction and spiral teaching.

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:	**By When/Frequency:**
Lindsay Rodgers	ongoing

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

Specifically, administration will look for student collaboration and student-to-student academic discourse in applying knowledge and problem-solving skills to such higher-rigor problems. After observations, the administration will follow-up with teachers discussing improvement strategies on observed classroom instruction and activities, while incorporating formative data from district assessments.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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 55% proficient in 2024 to 74% proficient in 2025 (using School Grade Science Achievement Score). Our goal for this year is to improve proficiency by 5%; 79% proficient for the 25-26 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, which 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
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:
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
Scientific Thinking Protocols to promote inquiry-based thinking and understanding.

Person Monitoring:	**By When/Frequency:**
Stacy Mullaney	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.

Action Step #2
Throughout the course, science teachers intentionally spiral instruction to reinforce prior learning, promote conceptual connections, and provide ongoing opportunities for practice and review of previously taught content.

Person Monitoring:	**By When/Frequency:**
Stacy Mullaney	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

containing notes, reference materials, and practice tasks to support long-term content retention and accessibility. • Previously taught content is strategically integrated into daily bell-ringers and assessment items to promote ongoing practice and meaningful connections to current learning.

Area of Focus #4

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

Instructional Practice specifically relating to Social Studies

Area of Focus Description and Rationale

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 2025, our school's Social Studies scores decreased to 62% (-4%) student achievement, from 66% in 2024. This year, our goal is to increase achievement by 5% (67%).

Monitoring

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

We will monitor student achievement through both formal and informal assessments, utilizing information from Data Analytics for informed decision-making. Teachers will analyze 2025 EOC results to identify areas of weakness and restructure lessons accordingly. Additionally, ongoing PM data will be used to plan spiraled reteaching opportunities at the whole-class, small-group, and individual levels, based on observed performance trends.

Person responsible for monitoring outcome

Thomas 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.

Rationale:
Teachers will utilize district-created protocols and materials, identifying critical historical skills and differentiated instruction to strengthen visual learning and critical thinking skills. Data analysis will guide instructional adjustments and track student progress, while differentiated instruction will address diverse learning needs across the classroom.

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
Implementing Protocols, Essentials, and AVID strategies

Person Monitoring:	**By When/Frequency:**
Thomas Reckenwald	Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
To enhance student achievement on the U.S. History EOC, teachers will implement Social Studies protocols, Five Essentials, AVID, stimulus-based questioning, differentiated instruction, and spiraled re-teaching plans. The effectiveness of these strategies will be monitored through classroom observations, the school walkthrough tool, and ongoing analysis of student performance data.

Action Step #2
Data-Informed PLCs for Reteaching Plans

Person Monitoring:	**By When/Frequency:**
Thomas Reckenwald	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will analyze Data Analytics PM data to develop spiral re-teaching plans targeting areas of need. Professional Learning Communities (PLCs) will guide the modification of instruction and spiraling strategies to ensure alignment with student learning needs. Small group instruction will support teaching and deepen students' content knowledge.

Area of Focus #5

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 strategy 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 65% in 2023-24 to 69% in 2024-25. Our goal for this year is to improve our acceleration rate by 5%.

Monitoring

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

Students will be enrolled in classes that offer opportunities for acceleration, including industry certifications, and the school will enhance staff capacity to identify critical content from AP Subject Unit Guides and Cambridge syllabi, aligning with district resources. Students will also be enrolled in dual enrollment classes through, PTC, SPC and Embry Riddle. This will be monitored quarterly through progress checks to ensure students remain in courses that provide opportunities for acceleration.

Person responsible for monitoring outcome

All Administrators

Evidence-based Intervention:

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:

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

Section 8101(21)(B)). Students enrolled in acceleration courses, such as AP, AICE, dual enrollment, and industry certification programs, participate in rigorous programs that enhance proficiency, critical thinking skills, that aligns to our mission and vision, and goals.

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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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:	By When/Frequency:
All Administrators	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will track student progress using learning goals, scales, and assessments. Administrators will oversee the implementation of AP and Cambridge syllabi, ensuring the proper use of curricular materials. Both teachers and administrators will engage in collaborative planning using district and College Board/Cambridge resources. Administrators will also monitor classrooms, provide feedback to teachers, and work together to plan instructional improvements.

Area of Focus #6

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 2024-2025 school year, our graduation rate is 99.4%. We will work to maintain a graduation rate to meet our graduation ceiling for the 2025-2026 school year of 99.28%.

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 2024-2025 school year, our graduation rate is 99.4%. We will work to maintain a graduation rate to meet our graduation ceiling for the 2025-2026 school year of 99.28%.

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 needing intensive support will receive assistance through the Graduation Enhancement Program.

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 administration and school counselors to ensure that students have courses that 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:	**By When/Frequency:**
Administration and School Counselors	ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Ensuring students are assigned to correct courses for graduation and appropriate tutoring to meet testing requirements. Northeast will communicate with parents about their students' progress towards graduation.

Area of Focus #7

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.

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

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 African American student's proficiency for 2025 on PM3 of the FAST ELA assessment is 38.1% which is below the school average of 52.8% proficient. This data reflects the combined 9th and 10th grade scores.

Our goal is to increase proficiency by 5% or higher for 2026.

Monitoring

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

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

Person responsible for monitoring outcome
Michael Hernandez

Evidence-based Intervention:

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

Rationale:

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

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

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
Alignment of English and Reading teacher (team approach) and Anchor Chart implementation

Person Monitoring:	By When/Frequency:
Michael Hernandez	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The administration will employ the school-wide walkthrough tool and the Marzano Teacher Improvement Model to gather evidence and offer feedback on implementing and effectively using instructional strategies and anchor charts in the classroom. Administration will monitor the planning and implementation of strategies across classrooms.

Area of Focus #8

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale
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 is to ensure ESE students achieve mastery of meaningful and measurable IEP goals while learning in the Least Restrictive Environment (LRE). This will be supported through inclusive practices, intentional instruction, and data-driven collaboration.

This area was identified based on last year's data, which showed gaps in IEP goal mastery, inconsistent implementation of accommodations, and continued achievement gaps between ESE and non-ESE students. By focusing on this area, we aim to improve student outcomes through more consistent and effective support across all grade levels.

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.

Ensure students requiring Exceptional Student Education (ESE) services achieve mastery of meaningful and measurable Individualized Education Plan (IEP) goals while learning in their Least Restrictive Environment (LRE), through inclusive practices, intentional instruction, and collaborative data-driven decision making.

Monitoring

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

- Use the Inclusive Scheduling data dashboard to align services and instructional time efficiently.
- Intentionally design specially designed instruction (SDI) in collaboration with team members to ensure alignment with students' IEP goals, ESE services and grade-level academic standards.
- Facilitate ongoing collaboration among general education teachers, administrators, and support staff through monthly IEP team check-ins or case conferences to review student progress and adjust support as needed.
- Collaborate with IEP teams and service providers using collaborative planning tools to develop differentiated instruction informed by input and data from all team members.
- Ensure accommodation and modifications are consistently implemented across all settings by conducting peer observations, learning walks, and walkthroughs to monitor fidelity and support professional learning.
- Create regular opportunities for ESE and content teachers to collaborate by co-planning, co-teaching, co-assessing, and co-reflecting, ensuring that grade-level content is accessible for ESE students through appropriate accommodations within content-specific instruction

Person responsible for monitoring outcome
Gabriella Montemarano

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:
The school will implement inclusive co-teaching models, specially designed instruction (SDI) aligned with grade-level standards, and collaborative data-based decision-making processes. These practices are rooted in Universal Design for Learning (UDL) and High-Leverage Practices for Special Education (CEC, 2017), ensuring that ESE students receive individualized support in the Least Restrictive Environment (LRE). Teachers will use formative assessments and progress monitoring tools to inform instruction and adjust supports. Monthly co-planning and case conferencing will support alignment of accommodations, IEP goals, and instructional strategies. Walkthroughs and

peer observations will be used to ensure fidelity of implementation.

Rationale:
These interventions were selected based on their strong evidence base in improving academic outcomes for students with disabilities when implemented with fidelity. Co-teaching and collaborative instructional planning improve access to standards-based instruction, while SDI ensures targeted skill development aligned with IEP goals. Prior school-year data revealed inconsistent implementation of supports and underperformance in IEP goal mastery, confirming the need for structured, evidence-based inclusive practices.

Tier of Evidence-based Intervention:
Tier 2 – Moderate 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
Quarterly IEP Goal Progress Monitoring & Team Check-ins

Person Monitoring:	**By When/Frequency:**
ESE Support Facilitator & ESE Administrator	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Facilitators will lead quarterly IEP progress reviews, using data from classroom assessments, accommodations logs, and student work samples. These reviews will take place during scheduled team check-ins with general education teachers and service providers. The school will monitor impact using the Inclusive Scheduling data dashboard and team collaboration tools to ensure instruction aligns with IEP goals, academic standards, and ESE services. Adjustments will be made based on student growth and needs.

Action Step #2
Strengthen Inclusive Instruction Through Co-Planning and Walkthroughs

Person Monitoring:	**By When/Frequency:**
Department Heads, Administration, & ESE Administrator	Monthly PD/co-planning; Bi-monthly walkthroughs

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
General education and ESE teachers will engage in monthly co-planning sessions focused on specially designed instruction (SDI), accommodations, and grade-level content access. Bi-monthly walkthroughs and peer observations will monitor fidelity of SDI and accommodation implementation across settings. Feedback from learning walks will be used to provide coaching and adjust instruction. Monitoring will include collaboration logs, walkthrough trends, and student outcome data to ensure grade-level content is accessible and goals are being met.

Area of Focus #9

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

specifically relating to

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.

No Answer Entered

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.

No Answer Entered

Monitoring

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

No Answer Entered

Person responsible for monitoring outcome

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

Person Monitoring: **By When/Frequency:**

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

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, 535 students missed 10% or more of school during the 2024-2025 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 200 students. This would be a decrease from 535 students in the 2024-2025 school year to 335 students in the 2025-2026 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

Thomas 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:

Every two weeks, the Child Study Team compiles attendance data from multiple sources—including tardies tracked by Student Conductor, the 10% Absence List, and DMV Reports—to identify students

requiring additional support. • Tier 1 Interventions: Universal supports are provided at the classroom and whole-school levels to promote a positive attendance culture. The school-wide implementation of the 3A's and PBIS frameworks establishes a strong foundation for all students. • Tier 2 Interventions: Based on the data, targeted supports are selected and assigned by grade level. Staff members contact students and parents through phone calls, face-to-face meetings, and written communications such as letters and emails. • Tier 3 Interventions: For students needing more intensive assistance, the social worker's team provides personalized support through direct meetings, phone conversations, or home visits. Truancy Court Referrals: The most serious cases are referred to Truancy Court.

Rationale:
This tiered system ensures early identification, progressively increased support, and clear escalation procedures to improve student attendance and engagement.

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
Create CST Schedule

Person Monitoring:	**By When/Frequency:**
Thomas Reckenwald	8/1/25

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:	**By When/Frequency:**
Thomas Reckenwald	8/1/25

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Identify and assemble the 2025-2026 CST Members from each department.

Action Step #3
Training Meeting

Person Monitoring:	**By When/Frequency:**
	8/7/25

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.

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://www.pcsb.org/domain/3737

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 2025-2026 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 ATSIor 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 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

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