

WELCOME TO
change



School Improvement Plan 2016-17

Northeast Community School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools





Vision and Direction

School Improvement Plan 2016-17

School Profile

Principal: Kathy Gregg	SAC Chair:
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School Vision	100% Student Success
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School Mission	To educate and prepare each student for college, career, and life.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
255	3%	16%	11%	19%	51%	0%

School Grade	2016: No Grade	2015: No Grade	2014: No Grade	Title 1 School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Learning Gains All	NA	NA	NA	NA								
Learning Gains L25%	NA	NA	NA	NA								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Kathy	Gregg	FT	20+ years
Teacher Leader	Laura	Kern	FT	4-10 years
Teacher Leader	Mark	Nickless	FT	1-3 years
Counselor	Connie	Boyle	PT	4-10 years
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Select Role				
Total Instructional Staff:	4 (FT) + 24 (PT)		Total Support Staff: 2 (FT) + 2 (PT)	



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

As part of the intake process at Northeast Community School (NECS), students are required to read and sign a contract which defines the school’s expectations regarding behavior while on campus. Upon enrollment, students are given assessment tests to determine their level of academic competency in their preferred areas of study, and are then provided an individualized program of study designed specifically for them. They are then permitted to work at their own pace through the curriculum to the point of exit. Providing a program of study tailored to each student’s individual needs all but eliminates behavioral problems resulting from academic frustration. On the rare occasion when it does occur, our campus monitor, guidance counselor, SRO, and/or administrator handle the situation.

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

School-wide expectations are transferred to our classrooms and implemented in an equitable manner through the mechanism of collaboration among teachers on our ESOL, ABE/GED, and ELP teams. All team members recognize the uniqueness of our adult student population, and accept responsibility for ensuring that each student is worked with in an equitable manner at all times. The prescriptive nature of each program curriculum determines the scope and sequence of all instruction taking place at NECS.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

As an adult education school, our students have generally gained enough maturity to enable them to perform in an academic setting while exhibiting few behavioral issues. All students are made aware of the behavioral and academic expectations upon enrollment. All of our programs have supports built into them for students needing them. An example of an academic support is the tutoring partnership we have with the Literacy Council of St. Petersburg. All Adult Basic Education (ABE) students who score at 4th grade level or below on their initial assessment test are referred to a Literacy Council tutor for one-on-one service in order to assist in raising the score to a level allowing the student to work independently without frustration. In addition, we provide guidance services for any student needing assistance beyond the expertise of the classroom teacher.

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

As a small school that shares a campus with Northeast High School (NEHS), NECS is in the unique position of employing many teachers to work part-time who work full-time at NEHS. Since most of our students come to us from NEHS, they already have a key piece of the support puzzle in place when they arrive in the form of a relationship with a teacher. It is that relationship that holds the key to student success. Teachers who know NECS students from when they attended NEHS take a special interest in them, and provide academic and family background information that other team members may not know. All students who show

evidence of needing supplemental support beyond academics are referred to the guidance counselor or administrator for assistance.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

Academic progress is carefully monitored in all NECS programs. This monitoring includes:

- A. The progress of ABE and GED students is tracked closely as students move through their academic prescription, with the goal being taking and passing the state GED exam. Post-testing on the Test of Adult Basic Education (TABE) and GED Ready (the official GED Practice Test) takes place on a systematic basis as students achieve increased levels of competency in each subject studied. Students who struggle are provided additional supports in the form of guidance counseling, one-on-one tutoring, or enrollment in the Skills Tutor online program for practice work.
- B. ESOL students are monitored daily via the direct instruction model used in the program. All students are assessed regularly on the CASAS test to determine English proficiency. Those who struggle may work in a small group with our part-time ESOL teacher who works closely with low proficiency students as well as those who struggle to progress.
- C. High School students use the online GradPoint program to recover credits. Their progress is monitored daily to ensure program fidelity and to track academic progress. Students needing additional support are provided guidance counseling and/or academic advisement.

As an adult school, we do not use or have access to many kinds of data used in the K12 system. Instead, we use DOE standards-based prescriptions and state-approved assessments to determine program success.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

All learning opportunities provided at NECS are standards-based and approved by DOE, and are implemented on a systematic basis with all student groups. This includes ABE, GED, ESOL, and High School Credit Recovery. All staff members are district-trained in the program they are implementing, and the assessments that accompany each program, including TABE, GED Ready, CASAS, and GradPoint. All staff members implement their assigned programs in the manner they were trained to do so.

School Culture / SWBP / Key Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture, climate at your school?	
Goal: Generate school’s first newsletter.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Highlight student and teacher success throughout the year and making their stories visible.	Administrative designee
Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Determine the degree of any learning gaps that are occurring between our black and non-black students. Discipline is not an issue at NECS.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Gather baseline academic performance data during the 16-17 school year using FOCUS test data and teacher records of student performance.	ABE/GED teacher team
Optional Goal: Describe any other goal you may have related to school culture or behavior. Use only if needed.	
Goal: Not Applicable.	

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

NECS staff work closely with ABE/GED, ESOL, and High School Credit Recovery district program coordinators to align instruction with state standards in adult education. Success is evidenced in the number of Literacy Completion Points (LCPs) earned, numbers of GED diplomas earned, and numbers of high school credits recovered. These data are retrieved from and provided by Focus District Reports.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

Areas identified for improvement at NECS are:

1. The percentage of ABE students earning LCPs, and the length of time it takes to do so.
2. The number of students transitioning to postsecondary education from NECS.
3. The percentage of Level 1 CASAS students earning LCPs.

The data used to reach these conclusions was provided by the district.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

In our ABE, GED, and ESOL programs, student growth is measured using standardized assessments, including the TABE, GED Ready, CASAS, and the state GED exam. In ABE and GED, students are assessed when they have completed an individualized program of study called a prescription. When ready, they are encouraged to register for and take the GED exam in each of the four subjects tested. In ESOL, the CASAS assessment is administered based on the number of hours of instruction a student has received, with some teacher discretion permitted. In High School Credit Recovery, both formative and summative assessments are integrated into the online GradPoint curriculum.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

The individualized instructional model used at NECS enables our students to progress through our programs and reach their goal(s) in a self-paced learning environment. Our Adult Career Pathways initiative provides transitioning supports to all students seeking to enter the workplace, military service, or post-secondary education (i.e. Pinellas Technical College or St. Petersburg College). In all these ways, our teachers serve as facilitators of learning, coach, and mentor for our students.

Standards-Based Instruction / Key Strategies

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

Instructional Strategy 1	
Marzano Instructional Framework.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
iObservation, formal + informal evaluations, walkthrough data, conversations and student evidence.	Administrator
Instructional Strategy 2	
Implement Kuder-Journey Career Pathways Software.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Individual student registration on web site, assessments, portfolios.	ACP Designee; District Level Support
Instructional Strategy 3	
Burlington English.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Individual student accounts, prescriptions linked to CASAS scores.	ESOL Designee; District Level Support



Collaboration for Professional Growth

Connections: **District Strategic Plan** ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

As the administrator at NECS for the past 20 years, I have worked tirelessly to ensure my faculty and staff have a positive employment experience here, and feel like they are an integral member of the NECS family. Our AdvancED staff climate surveys are evidence that my approach works. I have an open door policy and make myself available to all faculty and staff whenever they need me, including weekends. We regularly hold social events (i.e. birthday parties for office staff) plus celebrations (i.e. end of summer ELP cookout) plus an annual holiday potluck dinner for all current and past faculty and staff. With rare exception, faculty and staff members work for me for many years, decades in several cases, and only leave when they retire.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

NECS has only 4 full-time instructional staff. Three of those teach ABE/GED, one teaches ESOL. The remaining 24 teachers work at NECS part-time and teach full-time at another locations. Our full-time teachers’ daily schedule includes a 5-hour instructional day, 30 minute lunch period, and 2 hour common planning block. Teachers collaborate regularly with each other as needed during their planning block. In addition, time is provided under ‘Open Agenda’ on each faculty meeting agenda for teachers to share pertinent information with the rest of the staff.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

The primary focus of teacher professional development over the past year has been training on the Marzano Evaluation System. Since the 2015-16 school year was our first year on the Marzano system, it provided baseline data only. In addition, our teachers have participated in several adult ESE trainings that have increased their awareness of local and state resources for students. Next steps will include a refresher training on Marzano this Fall as follow-up in order to increase understanding and implementation. Adult ESE trainings will continue to ensure all teachers have met the state requirement of 20 hours of instruction. The effectiveness of these trainings will be evidenced by teacher referrals to programs providing support services to adult ESE students.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
CTAE District-Wide Training	Pre-School	FT Faculty	Learn program updates for 16-17.
DOE Program Updates	September 2016	FT Faculty	Increased knowledge.
Marzano Training	Fall 2016	FT Faculty	Increased knowledge and proficiency.
ACE and FLC State Conferences	Fall and Spring	FT Faculty	Federal and State updates.
PCS Leadership Meetings	Monthly	Administrator	Local updates.
PACE Meetings	Monthly	Administrator	Local updates.
Lead Teacher Meetings	Quarterly	ABE/GED and ESOL Lead Teachers	Program updates.
NECS PLCs and Faculty Meetings	Bi-monthly	FT Faculty + Administrator	Program updates.



Family and Community Engagement

Connections:

District Strategic Plan ● Goals 1,3,6,7
Marzano Leadership ● Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED

climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

NECS relies heavily on our community partnerships for student referrals as well as classroom space. Our primary partnerships include: Urban League, the Literacy Council of St. Petersburg, Boley Centers, Catholic Charities, Lutheran Services, and Ready for Life. Many of our students learn about us via our agency partners with whom their families are integrally involved.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

In partnership with Northeast High School, NECS’ ELP Credit Recovery Program is closely tied to family support of academic achievement. As part of our partnership with the high school, NEHS provides families with the needed academic data to ensure students graduate with their cohort. They do so via report cards, letters sent home, along with phone and/or in-person conferences with counselors and/or administrators. NECS runs the ELP Credit Recovery Program for NEHS, and provides regular student performance data to NEHS and families who request it.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Strategies

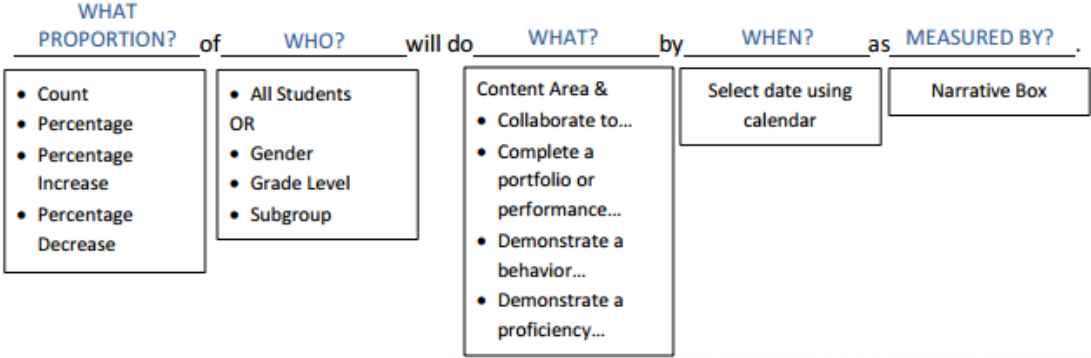
Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Maintain and build social media outlets.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Maintain current information on NECS web site. Consider implementing Facebook and/or Twitter sites.	Technology Specialist
Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: Become more involved in the community of Pinellas Park.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Create a partnership with Sacred Heart Catholic Church to provide adult ESOL classes to their parishioners and the surrounding community.	Administrator; District Level Support
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
Goal: Not Applicable.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

ELA / Reading Goal	Goal Manager:
Not Applicable.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success

Mathematics Goal	Goal Manager:
Not Applicable.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success

Science Goal	Goal Manager:
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Not Applicable.	
Actions / Activities in Support of Science Goal	Evidence to Measure Success

Other School Goals*

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Adult ESOL Program	Goal Manager: Kathy Gregg
Increase enrollment in our adult ESOL program by 5% via partnership with Sacred Heart Catholic Church.	
Actions / Activities in Support of Goal	Evidence to Measure Success
1. Conduct on site meeting and walk through of Sacred Heart School to determine facility space availability.	Meeting held and walk through conducted.
2. Collaborate with CTAE ESOL Coordinator to secure program needs for Sacred Heart site.	Program needs secured.
3. Set target opening date and class times.	Opening date/class times determined.
4. Open class.	Class opens.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Adult Career Pathways	Goal Manager: Kathy Gregg
Gather baseline data regarding NECS students who transition to Pinellas Technical College.	
Actions / Activities in Support of Goal	Evidence to Measure Success
1. Gather FOCUS Advanced Reports.	FOCUS Report.
2. Synthesize data collected during 16-17 school year.	Data collected + synthesized.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Adult Basic Education Program	Goal Manager: Kathy Gregg
Increase the instructional efficiency of the ABE Program by 5% in proportion to enrollment without sacrificing our GED pass rate.	
Actions / Activities in Support of Goal	Evidence to Measure Success
1. Determine cause of high number of instructional hours for ABE students to earn an LCP.	Teacher/Office records of all ABE students who earned an LCP in 15-16 F + W surveys.

2. Adjust ABE instructional program if needed. Adjust data entry if needed.	5% increase in instructional efficiency achieved during 16-17.
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Academic Achievement Gap

Subgroup Goal (Black)	Goal Manager:
Increase the percentage of black ELP co-enrolled students completing GradPoint courses.	

Actions / Activities in Support of Black Goal	Evidence to Measure Success
1. Enlist the support of NEHS counselors and administrators to achieve this goal.	Collaborative agreement between NECS and NEHS.
2. Monitor progress of black ELP students toward course completion; provide regular updates to NEHS counselors and administrators.	ELP Roster Spreadsheet.

Subgroup Goal (ELL)	Goal Manager:
Increase the percentage of CASAS Level 1 students who earn an LCP.	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
1. Closely monitor Level 1 student performance from the point of intake.	CASAS assessment data.
2. Implement ESOL best practices with Level 1 students on a consistent basis.	Lesson plans.

Subgroup Goal (ESE)	Goal Manager:
Not Applicable.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed)	Goal Manager:
Enter Goal Name	
Not Applicable.	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Early Warning Indicator* (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	School	
	Select	Select	Select	Select	Select	#	%
Students scoring at FSA Level 1 (ELA or Math)	NA	NA	NA	NA	NA	NA	NA
Students with attendance below 90 %	NA	NA	NA	NA	NA	NA	NA
Students with excessive referrals**	NA	NA	NA	NA	NA	NA	NA
Students with excessive course failures**	NA	NA	NA	NA	NA	NA	NA
Students exhibiting two or more indicators	NA	NA	NA	NA	NA	NA	NA

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	Please ensure that your goal is written as a SMART goal.
Not Applicable.	
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success

EWS - Discipline

Discipline Goal	Please ensure that your goal is written as a SMART goal.
Not Applicable.	
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success

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Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal.	
Specify	
Not Applicable.	
Actions / Activities in Support of Goal	Evidence to Measure Success

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Not Applicable.

Early Intervention / Extended Learning Goal
Please ensure that your goal is written as a SMART goal
Goal: Not Applicable.

Actions / Activities in Support of Goal	Evidence to Measure Success

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	4	% with advanced degrees	50
% receiving effective rating or higher	100	% first-year teachers	0
% highly qualified (HQT)*	NA	% with 1-5 years of experience	25
% certified in-field**	100	% with 6-14 years of experience	50
% ESOL endorsed	25	% with 15 or more years of experience	25

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S.

Describe your school's efforts to recruit and retain a highly qualified instructional staff.

As defined above, not applicable.

 SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	
		Select	

 SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i>

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Committee Approval Date:
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SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Chairperson:
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State Days / Intervals that Team meets below.
As an adult school, we do not have a multi-tiered support system.

Budget / SIP Funds

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

As an adult school, we do not receive SIP funds.
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Use this space to paste budget, if desired.
