



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Newberry High School

400 SW 258TH ST

Newberry, FL 32669

352-472-1101

<http://www.sbac.edu/pages/acps>

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

44%

Alternative/ESE Center

No

Charter School

No

Minority Rate

31%

School Grades History

2013-14

PENDING

2012-13

A

2011-12

B

2010-11

A

2009-10

B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Newberry High School

Principal

Kevin L. Purvis

School Advisory Council chair

SSG. Robert Clark

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kevin Purvis	Principal
LaTroy Strappy	Assistant Principal
Melissa McDilda	Counselor
Gail David	Counselor
Francine Speed	Dean
Bart Brooks	Dean
Martha Conrad	Nurse
Kristine Hersom	Nurse
Stephanie Johnson	Psychologist
Kathy Bice	Staffing Specialist

District-Level Information

District

Alachua

Superintendent

Hershel Lyons

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Mr. Kevin Purvis: Principal
 Mr. Mark Burford: Teacher
 Mr. David Hurst: Teacher
 Mr. Joseph Keys: Parent
 Mrs. Andrea Rivera: Parent
 Ms. Arial Rivera: Student

Sergeant Robert Clark: Chair
 Mayor Bill Conrad: Vice Chair
 Ms. Joanelle Arana: Recording Secretary / Executive Assistant

Involvement of the SAC in the development of the SIP

The School Advisory Council is highly involved with the school improvement plan through shared leadership. Parents, faculty, administration, and the community members all work cohesively to advise and enter into agreement on school policies. The plan is to align decisions with school mission.

Activities of the SAC for the upcoming school year

The major activity of School Advisory Council this year is the push for technology. One of the members inquired about the number of students having access to computers and hours of they are available to students. The school employees informed him of the technology in all classrooms and the frequency of usage. Also, the school was approved to have an additional computer lab built along with a lab cart purchased by the county. The overall goal of the the SAC is to push Newberry in becoming a 21st century school.

Projected use of school improvement funds, including the amount allocated to each project

- Mr. Purvis requested to SAC committee appropriate total of \$6,205.40 obtain the following items:
- AP Tutoring- It was requested that SAC allocate \$3,160 to continue funding for AP tutoring/review sessions (two 2 hour review sessions per 9-weeks for each course for three teachers at \$15.00 per hour).
 - After School Tutoring- It was requested that the SAC continue funding tutoring for English/Reading and Social Studies tutoring will be available on Monday's after school from 3:00 P.M. -4:30 P.M., and Math / Science tutoring will be available on Wednesday's after school from 3:00 P.M.-4:30 P.M. We will pay \$10.22 per hour for the tutoring sessions.
 - Student Handbooks- It was requested that the SAC authorize payment of \$300.00 for the purchase of the Student Handbook.
 - Student Folders- This year instead of buying agendas, we designed in-house student folders to minimize the cost. Also, the amount of \$500.00 was appropriated by the SAC to pay for the printing cost.
 - Discipline- It was requested to the SAC committee the payment \$1,600.00 for covering the Saturday School Stipend.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kevin L. Purvis

Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

Educational Leadership,
Reading Endorsement,
Social Sciences 6-12

Performance Record

Principal at Oak View Middle 2009-2013

2011-2012: Grade: A

Reading Proficiency: 63%, Math

Proficiency: 61%, Writing Proficiency: 84%,

Science Proficiency: 56%. Low 25% gains

in Reading: 64%, Low 25% gains in Math:

60%. Black, Economically Disadvantaged
and SWD in this school need improvement
in Reading. Black and SWD in this school
need improvement in Math.

2010-2011: Grade: A

Reading Mastery: 69%, Math Mastery:

70%, Writing Mastery: 89%, Science

Mastery: 51%. AYP: 82%, Black,
Economically Disadvantaged and SWD
in this school need improvement in Reading.

Black and SWD in this school need
improvement in Math.

2009-2010: Grade: B

Reading Mastery: 69%, Math Mastery:

63%, Writing Mastery: 84%, Science

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their
certification(s), number of years at the current school, number of
years as an instructional coach, and their prior performance
record with increasing student achievement at each school.

Include

history of school grades, FCAT/Statewide assessment

performance (Percentage data for achievement levels, learning
gains, Lowest

25%), and AMO progress. Instructional coaches described in this
section are only those who are fully released or part-time teachers
in reading, mathematics, or science and work only at the school
site.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit
and retain high quality, effective teachers to the school.

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals
that are teaching out-of-field and/or who received less than an
effective rating (instructional staff only).

*When using percentages, include the number of teachers the
percentage represents (e.g., 70% [35]).

Mastery: 53%. AYP: 69%, Black,

Economically Disadvantaged and SWD in this school need improvement in Reading. All subgroups in Math met mastery criteria .

Assistant Principal 2008-2009: Grade: B
 Reading Mastery: 70%, Math Mastery: 59%, Writing Mastery: 86%, Science Mastery: 44%. AYP: 77%, Black, Economically Disadvantaged and SWD in this school need improvement in Reading. White, Black, Economically Disadvantaged and SWD in this school need improvement in Math.

LaTroy Strappy

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

FurmanUniversity; Bachelors of Science in Biology with a concentration in Chemistry
 Florida A&M University; Masters in Secondary Education
 University of Florida; Specialist in Educational Leadership
 Certification in Biology 6-12
 Certification in Guidance and
 Counseling PK-12 Certification in all areas of Educational Leadership

Performance Record

School Grade Pending
 Percent Reading Proficient 56
 Percent Math Proficiency 66
 Percent Writing Proficient 47
 Percent Science Proficient 73
 Low 25 Percent / Quartile Gain Read 56
 Low 25 Percent / Quartile Gain Math 61

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Other	
Credentials		
Performance Record		
Alisha Williams		
Full-time / District-based	Years as Coach: 1	Years at Current School: 1
Areas	[none selected]	
Credentials	Master in Administration and Organizational Leadership Masters in Education emphasis on Curriculum and Instruction B.S. Biology Degree Biology, (grades 6 - 12) General Science, (grades 5 - 9)	
Performance Record	Science Coach at Hawthorne High Science Partnership Inquiry Based Collaborative Education (SPICE) FProgram	

Classroom Teachers**# of classroom teachers**

30

receiving effective rating or higher

30, 100%

Highly Qualified Teachers

100%

certified in-field

30, 100%

ESOL endorsed

7, 23%

reading endorsed

7, 23%

with advanced degrees

9, 30%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

8, 27%

with 6-14 years of experience

11, 37%

with 15 or more years of experience

9, 30%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The Principal and Assistant Principal will conduct thorough investigations through detailed interviews in an effort to recruit and retain highly qualified teachers that embody quality and characteristics that fit the school culture and climate. All teachers will engage in staff development in high-yield literacy strategies and utilize Kagan Structures for student engagement. All teachers will include specific literacy strategies and Kagan Structures in their lesson plans. Administration will observe the use of such strategies and structures during formal and informal classroom visits and in the review of lesson plans. Teachers' professional development plans will include the aforementioned training. Post evaluation conferences will address the successful completion and implementation of said training.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our mentoring program consist of an assigned district personnel conducting weekly meetings; attendance to district sponsored cohort group meetings; professional development in areas of lesson planning, classroom management, assessment, and data analysis.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Data-based problem-solving process will go through a procedural break down to implement the most effective and efficient support for our students. Data will be collected in specific areas designated as problematic or disruptive of learning environment in school setting. Dis-aggregation of this information will allow for direct needs assessments. Whether it be academic or student support, resources will be allocated to assist in cost of training, supplemental supplies or outside agency intervention. RTI administered in the original format allows for specific identification and intervention at all levels. Individuals will only be dismissed after one on one consultation is complete.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

1. Principal (Kevin Purvis): provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing RtI, ensures implementation of intervention support and documentation, provides adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
2. Assistant Principal (LaTroy Strappy): assists the principal with providing a common vision for the use of data-based decision-making, ensuring the school-based team is implementing RtI, ensuring implementation of intervention support and documentation, providing adequate professional development to support RtI implementation, and communicating with parents regarding school-based RtI plans and activities.
3. General Education Teachers (David Hurst, Martha Souther, Sarah Almond, Carol Shelley, Jordan Marlowe, Deena Whitehurst): provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.
4. Exceptional Student Education Teachers (Jenise Thomas): participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers.
5. Instructional Coach (Literacy Coach: Susan Steele): develops, leads, and evaluates school core content standards/programs; identifies and analyzes literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need to identify appropriate, evidence-based intervention strategies; assists in the design and implementation of progress monitoring, data collection, and data analysis; and participates in the design and delivery of professional development.
6. Reading Instructional Specialist (Doris Imler): provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers Literacy Leadership Team (LLT)
7. School Psychologist (Stephanie Perez): participates in collection, interpretation, and analysis of data; and facilitates development of intervention plans.
8. Student Services Personnel (Amy Barry, staffing specialist; Francine Speed, dean of students; Melissa McDilda and Gail David, guidance counselors) provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

All stake holder are highly involved in the decision making process while creating, effectively monitoring and guided reflection of implementation of SIP. In addition the MTSS is Administration will present an overview to the entire faculty and engage in specific training with the reading and English teachers. Additional professional development will be provided via the district's Staff Development office (Second Steps: Putting RtI Into Action) and through small group professional development on-site. Release time for teachers to attend small group, on-site sessions will be provided during the regular school day and stipends will be paid to teachers for training after school hours.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

RtI data will be based on a series of assessments identified at the district level and administered at the school. Items for the assessments are taken from the MacMillian Benchmark Assessments, the Big Idea math series, the district formative assessment program for math and science, and writing prompts developed for district use. FAIR and On Track assessments are also taken into consideration for reading

results. Data at the beginning of the year will be captured and presented through the district's student information system. Toward the end of the year, the data presentation will be migrated into the district's Local Instructional Information System.

The RtI Leadership Team developed the implementation plan which includes the sequence of events for the Plan, Do, Check, and Act components of FCIM. The RtI Leadership Team will meet periodically to discuss the data from the mini assessments and make recommendations for future instruction.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Administration will present an overview to the entire faculty and engage in specific training sessions on site to develop MTSS. Implementation of departmental group meetings to increase the dialogue on data-based problem solving for staff as follow up of trainings. In IEPs and EPTs along with teacher parent conferences, parents will be completely supported and guided on quality decisions according to their students performance and potential in school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 4,200

After School Tutoring is offered to all students twice a week for 2 hours in media center.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Newberry High has a running log of students attendance for Tutoring and they are working on various classes on the computer . Progress is monitored via a computer program that tracks students grades and rate of completion of the course. An online requirement has been added to the graduation requirement which is being met through the eSchool (online course). Student also utilize this time to complete these courses.

Who is responsible for monitoring implementation of this strategy?

Mr. Aaron Taggart runs the after school tutoring program and monitors the students progress.

Strategy: Extended Day for All Students

Minutes added to school year: 720

AP Tutoring is offered twice per 9 weeks for 2 hour sessions utilizing Common Core Analysis strategy.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Teachers use this time to cover new materials, review and administer FRQs and DBQs. This is highly effective as the students must become familiar with AP questions and proper responses.

Who is responsible for monitoring implementation of this strategy?

The AP Teacher of the various subject areas are responsible for the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kevin Purvis	Principal
LaTroy Strappy	Assistant Principal of Curriculum
Susan Steele	Literacy Coach
Sarah Almond	Teacher
Dulcy Wells	Teacher
David Hurst	Teacher
Jordan Marlowe	Teacher
Carol Shelly	Teacher
Deena Whitehurst	Teacher
Martha Souther	Teacher
Catherine Karow	Computer Lab Proctor

How the school-based LLT functions

The LLT consists of the principal, the assistant principal of curriculum, the literacy coach, faculty members, and a computer lab proctor that will meet monthly. The LLT will participate in professional development related to administering FAIR assessments, and the LLT team will secure, receive, and provide professional development and support for all faculty that focuses on the utilization of disaggregated FAIR data and reports found on the PMRN to facilitate classroom instructional practices across all content areas. Specific training will focus on using the data reports and the decision tree to differentiate instruction and employ specific reading strategies in core curriculum and elective courses. The LLT will conduct data chats with students utilizing previous Reading FCAT data.

Major initiatives of the LLT

NHS will continue to utilize disaggregated data as a foundation to establish goals and instructional planning for individual students. A second major initiative is the assistance LLT members will provide students with analyzing their FCAT data in an attempt to encourage individual student success and achievement.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will engage in staff development in high-yield literacy strategies, (ie. Analysis, Close Read), under Common Core Standards. These strategies will accompany the utilization of Kagan Structures for student engagement. All teachers will include specific literacy strategies and Kagan Structures in their lesson plans. Administration will observe the use of such strategies and structures during formal and informal classroom visits and in the review of lesson plans. Teachers' professional development plans will include the aforementioned training. Post evaluation conferences will address the successful completion and implementation of said training.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Newberry High School incorporates Math for College Readiness and English 4, Florida College Prep. for those seniors that did not score 114 on the PERT math test or 104 on the PERT reading test. The PERT is Post-secondary Education Readiness Test administered via Santa College in Gainesville, FL. These courses are geared to render remedial skill sets to have students proficient in both subject areas, math and reading, to enroll in Junior College or Small College, (ie. Santa Fe), and not have to take remedial courses. Horizontally, strategies for success are incorporated cross-curricula to foster a skill set to be utilized in future academics.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Newberry High utilizes Academic Planning Sheets housed in students' cum folders to guide and instruct students on their academics and career planning. Guidance counselors present courses offered on yearly basis and create an ideal individualized schedule for all students. The parents of all students are involved in the course selections and may suggest, alter or negate a course. Administrators, guidance, faculty and staff members all encourage Newberry students to take rigorous and challenging courses.

Strategies for improving student readiness for the public postsecondary level

Several strategies are incorporated by Newberry to ensure student readiness for the public post-secondary level. Students are required to take the Post-secondary Education Readiness Test their Junior year. According to the results, students may find themselves in a remedial Senior Math and English course. The P.E.R.T. is rendered again their Senior Year to track improvement. On Track testing is given to all students in 9th and 10th grade English and those Juniors and Seniors in Intensive Reading. These students are tested and monitored 4 times through out the school year. Individual diagnostic breakdowns are rendered to each student that identifies their specific proficiency or reading level. Newberry has adopted an all grade inclusive writing strategy to increase the skill sets and prepare students for college level writing assignments. Students in the 9th and 10th grade are given writing prompts from practice FCAT 2.0 writing test, while 11th and 12th graders are given SAT or ACT essay prompts. They are required to write an essay within a specific time limit. Students are conference individual, given a

diagnostic breakdown via a consistent vertical rubric which is taught in all English courses. They will write a total of 4 essays before the FCAT 2.0 is administered this year. Each teacher has begun utilizing exit tickets to encourage student to write cross-curricula.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	56%	No	60%
American Indian				
Asian				
Black/African American	38%	25%	No	44%
Hispanic	34%	54%	Yes	41%
White	63%	63%	Yes	67%
English language learners				
Students with disabilities	37%	29%	No	43%
Economically disadvantaged	45%	46%	Yes	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	22%	50%
Students scoring at or above Achievement Level 4	93	31%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	165	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	36	51%	55%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	158	64%	70%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	70	46%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		100%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	67%	No	76%
American Indian				
Asian				
Black/African American	66%	46%	No	69%
Hispanic	70%	58%	No	73%
White	77%	72%	No	79%
English language learners				
Students with disabilities	61%	52%	No	65%
Economically disadvantaged	72%	58%	No	75%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	121	61%	65%
Students in lowest 25% making learning gains (EOC)	27	61%	65%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	132	54%	60%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	34%	50%
Students scoring at or above Achievement Level 4	13	9%	25%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	39%	50%
Students scoring at or above Achievement Level 4	40	39%	42%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	61	40%	45%
Students scoring at or above Achievement Level 4	46	30%	40%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		10
Participation in STEM-related experiences provided for students	2	100%	100%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	563	12%	25%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		99%	100%
Students taking one or more advanced placement exams for STEM-related courses	41	7%	15%
CTE-STEM program concentrators	0		0
Students taking CTE-STEM industry certification exams	48	11%	35%
Passing rate (%) for students who take CTE-STEM industry certification exams		83%	90%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	424	73%	80%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	407	70%	80%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		99%	100%
Students taking CTE industry certification exams	48	11%	25%
Passing rate (%) for students who take CTE industry certification exams		83%	90%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	4	100%	100%

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	52	9%	7%
Students in ninth grade with one or more absences within the first 20 days	51	35%	30%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	20	3%	2%
Students who fail to progress on-time to tenth grade	17	13%	10%
Students who receive two or more behavior referrals	108	20%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	2	2%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	102	89%	92%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	7	6%	4%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	6	5%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Newberry High will conduct several venues to increase the parent participation and increase parents awareness of High School requirements. Academic Boosters will house any parents willing to volunteer and support our students with celebratory socials, create special awards and scholarships for those students in need. We will assist in college fairs, FAFSA night for seniors and orientation of all new students.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental completion of Parent Surveys	187	32%	45%

Goals Summary

Goals Detail

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

In Career and Technical Education (CTE) courses, students regularly engage in industry-related training and activities. Additionally, CTE students are afforded the opportunity to test in specific areas for college credit and industry certification. In core curricular areas, students are exposed to career opportunities relevant to the subject area. Too, cross-curricular planning and implementation of activities facilitates students' understanding of the relevance of one subject area to another. Finally, guidance counselors conduct classroom lessons referencing academic requirements for post secondary education and careers.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals