

Alachua County Public Schools

Newberry High School



2017-18 Schoolwide Improvement Plan

Newberry High School

400 SW 258TH ST, Newberry, FL 32669

<https://www.sbac.edu/newberryhigh>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2017.

SIP Authority and Template

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

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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Newberry High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission statement: Newberry High School is committed to the success of ALL students.

By providing a community atmosphere to fit the needs of our rural, yet diverse population Newberry High School demonstrates success of all students through rigorous academics, a variety of extracurricular activities and involvement of all stakeholders.

b. Provide the school's vision statement.

We will graduate students who have the knowledge, skills, and personal characteristics to be life long learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Newberry High School strives to develop positive relationships between our teachers and students by providing a rigorous learning environment that improves learning for all students in our diverse school population. This is achieved by working with the faculty to develop and understand the cultural and developmental issues that are related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. The school is also implementing professional learning opportunities that enables the faculty to deliver culturally relevant and differentiated instruction to meet the needs of every student. Administration has committed through training of the UF Lastinger Center to implement strategies on how to reach African American male students and guide faculty and staff in appropriate interactions. These strategies allow the faculty to address the specific needs of the students and develop positive and meaningful relationships with the students which should have a positive impact on student achievement. Culture sensitivity has opened a window of opportunity for faculty to utilize technology to assist in the education of our students at Newberry High. Multipurpose programs and resources are now incorporated in all classroom settings.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Newberry High School we view school safety as a major component of overall student success. The school takes great lengths to provide students with a comfortable, attractive, and well maintained campus. Our faculty works hard to develop a caring and trusting relationship with the students that provides an environment that is stable and conducive to learning. The positive faculty-student relationships that develop are the result of having clear and consistent school wide behavior expectations and the school's proactive approach to dealing with potential areas of concern. Also, Newberry High School has developed a rotating monitoring program. The entire campus (hallways, parent and school bus drop-off and parking lots) are consistently under observation by faculty and staff to ensure a mindful eye and a point of contact for each and every student. We strive to meet the needs of all students by providing mentoring programs, free tutoring before and after school, and with the ninth grade academy that provides a multi-level support system for ninth grade students as they transition through their first year of high school.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Providing students with a quality education starts by maximizing the amount of time spent in a quality learning environment. Newberry High School utilizes a variety of techniques to minimize distractions in the classroom. This includes utilizing a dead period in the first ten minutes and last ten minutes of class in which no passes are permitted. This helps ensure bell to bell instruction school wide. In addition to the clear behavioral expectations listed in the student code of conduct, teachers are trained to use strategies that avoid disruptions to the learning environment. This includes out of classroom interventions which allows teachers to send a disruptive student to a peer teacher's classroom to allow the student time to reflect on their actions in the classroom. Student are required to complete a one page self reflection report. This alternative to writing a referral allows the student to return to the classroom in a timely manner. Mentoring programs and I-contracts also helps the faculty and staff communicate appropriate behaviors with students to promote a positive learning environment.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Each student at Newberry High School has access to school counselors who can provide guidance, advice, college and career awareness and preparation services and offer suggestions to a number of student issues or concerns. Our counselors utilize an open door policy to conference with students and assist with urgent and/or emergent issues of all students. The entire 9th grade class undergoes a transitional mentoring program to assist in the acclimation of high school academics, social norms and involvement in extracurricular activities and clubs. There is also student services mentoring program and community mentors that meet with many students throughout the school year. Guidance Counselors utilize a curriculum to inform students of bullying, dating violence, drug awareness and sexting incorporating RTI to detect small groups or individuals that may be involved and have specific needs.

Student government donates gift baskets during Thanksgiving and Christmas to our low socio-economic students in an effort to support and assist needy families. The community pitches in non-perishable items to create an abundance of meals through the extended holidays.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Early warning systems utilized by Newberry High School are:
Attendance below 90 percent, inclusive of excused and unexcused absence.
In-school and out of school suspensions.
Course failures in English Language Arts and/or Math.
Level 1 scoring on standardized assessments.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	30	17	40	106	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	25	24	29	78	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	30	35	50	41	156	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	39	26	5	21	91	
	0	0	0	0	0	0	0	0	0	0	0	0	0		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	22	33	27	40	122	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

1. The student services team is comprised of administration, resource officer, guidance counselors, deans and school nurse. The team meets twice a month to discuss student concerns and needs.
2. Administrators, teachers and staff volunteer to mentor students one on one.
3. Credit Retrieval program is available to students that have credit deficiencies or in need of completing courses at a faster rate for personal reasons.
4. IEP and 504 accommodations are monitored and updated per student need.
5. EPT's are immediately scheduled for students with discipline, attendance or academic issues.
6. Teachers volunteer their time before, during lunch and after school to assist students in need.
7. After school tutoring is available in the Computer Lab from 3:00-4:00 on Monday and Wednesdays.
8. Computers are readily available Monday through Thursday from 3:15pm-6:15pm.
9. Credit deficient students are informed of the option to transfer to Sia-tech, which allows them to retrieve credits and then return to Newberry.
10. Data chats are hosted with targeted students by administration, counselors and teachers.
12. Truancy program implemented by counselor pulling reports and weekly to identify any students over 7 absences if attendance issue is continued an immediate EPT will follow.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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.

Newberry utilizes its webpage to inform students of all activities, academics and extra curricular along with community service projects for student and parent awareness and involvement. We also disseminate information through email and phone homes and text reminders for parents and students that may not access the NHS webpage on a regular basis. Parents and the community have a direct pipeline through the School Advisory Council to provide input on fiscal spending and areas of concern from stakeholders.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Newberry High School is a tight-knit community supported institution that depends heavily on stakeholders. Administration, faculty and staff seeks the support of business and community partners that donate money, materials, food, supplies and equipment for school activities and athletics. This allows all students and faculty to engage in a variety of school and community culture building.

The community churches support Newberry High School with a gamut of marketing ideas to promote community support of the school, i.e. a blue out for the first 500 paying attendees receive a free football t-shirt, donation of time by church members to paint and line athletic fields, staff and faculty luncheons and work nights and back to school kickoff celebration.

Our students clubs are involved with service organizations such as March of Dimes, Breast Cancer Awareness, Relay for Life, Blood Drives and community based volunteer service.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Purvis, Kevin	Principal
Hardy, David	Teacher, K-12
McDilda, Melissa	School Counselor
Shelley, Carol	Instructional Coach
Steele, Susan	Instructional Media
Thomas, Jenise	Teacher, ESE
Sheppard, James	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

1. Principal (Kevin Purvis): provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing Rtl, 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 (James Sheppard): 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 (Esther Page, Carol Shelley, Jordan Marlowe, David Hurst, Harper Hunter, Rachel Chase, and Dulcy Wells): provide information about utilization of Florida standards and quality 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, Ulysess Woods and Donna Howard): 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: Carol Shelley): 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 (Carol Shelley) 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 (Kathy Anderson): participates in collection, interpretation, and analysis of data; and facilitates development of intervention plans.

8. Student Services Personnel (Consuelo Owens, staffing specialist; Mark Burford and Catina Wilson, Dean of Students; Melissa McDilda and Natasha Cheggeh Guidance Counselors) provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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.

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.

Newberry High School has implemented a six month job embedded professional development program school wide. The areas of focus are vocabulary code, text analysis and instructional technology (many teachers are utilizing Google classroom to deliver instruction and give feedback); teachers will focus on each area for four weeks during each semester. During week 1, the entire faculty will participate in a one day training in a specific strategy (WEBB's DOK). Afterwards teachers will work in groups to create a lesson plan to implement the learned strategy. In week 2, teachers within each group, will teach the lesson and evaluate students progress through recorded official assessment. During week 3, instructors will reconvene to discuss pros and cons of the lesson plans results. In week 4, teachers will meet with an administrator and many have shared their Google classroom with their evaluating administrator to discuss the effectiveness of the trained strategy.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kevin Purvis	Principal
Mark Burford	Teacher
Catina Wilson	Teacher
Belinda Maxwell	Parent
Elena Anderson	Education Support Employee
Susan Steele	Teacher
Joseph Keys	Parent
James Sheppard	Student
Maria Magali Mora Aguilar	Parent
Bill Conrad	Business/Community
Mandi Mckinley	Business/Community
Linda Woodcock	Business/Community
Myia Solomon	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school advisory council will assist in preparing and evaluating the school improvement plan and annual budget. The committee discusses the school improvement plan to meet the requirements for graduation, teacher certification, attendance and discipline guidelines. They will also revisit last years

school improvement plan to detect areas of improvement in lieu of test results, graduation rates and other data. This includes new educational initiatives and state and federal guidelines that impact all state holders involved with Newberry High School.

b. Development of this school improvement plan

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. Various tests such as EOC, FCAT, AP will guide discussions in an effort to alter and adjust the current school improvement plan.

c. Preparation of the school's annual budget and plan

The principal reviews the budget and expenditures from the previous school year in an effort to inform the committee of the fiscal needs for the upcoming school year. The SAC will review and allocate funding according to school needs.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

-Mr. Purvis requested to SAC committee appropriate total of \$13,207.21 obtain the following items:

- ESE Audit & IEP Accreditation Review - It was requested that SAC allocate \$1,200 to fund the upcoming ESE Audit and IEP Accreditation Review (two 40 hours at \$15 per hour for auditing/IEP update meetings and accreditation review).
- Summer AP Institutes - It was requested that the SAC allocate \$4,500 to fund for 3 AP teachers to attend summer AP Institutes. This would include cost of institute, travel, lodging, and per diem at approximately \$1,500 per teacher.
- ACT Prep Tutoring - It was requested that the SAC allocate \$2,240 to fund for two teachers to tutor students for their upcoming ACT tests (two teachers at \$28 per hour for 40 hours each).
- Summer Skyward Training - It was requested that the SAC allocate \$1,620 to fund new SIS training for 36 teachers at \$15 per hour for 3 hours on August 1, 2017.
- Site Tech - It was requested that the SAC allocate \$600 to fund for our Site Tech employee to prep computers for ePat and summer testing, and refresh all computer labs (one 60 hours at \$10 per hour).
- Write Score (9th & 10th Grade) - It was requested that the SAC allocate \$3,047.21 for materials to be used for Write Score testing for 9th and 10th graders.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Purvis, Kevin	Principal
Sheppard, James	Assistant Principal
Thomas, Jenise	Teacher, ESE
Shelley, Carol	Instructional Coach
Steele, Susan	Instructional Media
McDilda, Melissa	School Counselor
Burford, Mark	Teacher, K-12
Hardy, David	Teacher, K-12
Wells, Dolcy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 FSA data in an attempt to encourage individual student success and achievement.

1. All teachers will participate in job embedded PLC to target FSA standards and increase use of technology.
2. All teachers will incorporate writing assessments and English instructors will utilize the ten point rubric rendered from FSA district trainer.
3. Instructors will provided college words weekly and promote daily usage.
4. ACT tutoring will be offered before and after school.
5. Intensive reading courses will support level 2 and below readers in an effort to earn EOC and ELA passing or concordant score (ACT,SAT).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school has created a school wide professional learning community that allows for teachers to work collaboratively to provide the most effective instruction possible. The plan includes professional development that will help teachers provide a more meaningful and engaging curriculum. Teachers are given time each month to plan lessons incorporating the new strategy with a peer teacher, delivering the lesson, collecting data, discussing results within each department, and meeting with the administration to discuss the impact on learning. In this way teachers are developing positive relationships with other teachers and developing instructional techniques that are shared with all teachers to provide more effective instruction in the classroom.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

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.

3. Describe the school's teacher mentoring program, including the rationale for pairings and 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. Along with the district liaison for newly hired teachers, administrators pair them with a veteran teacher from their department to assist with daily routines and to maintain quality instructional support.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

1. School based literacy coach provides review training and support for literacy standards embedded in all curriculum areas.
2. District personnel provide training for all teachers in specific curriculum areas.
3. Training and support will be provided in areas of technology, content-areas, literacy strategies and differentiation by district personnel.
4. Department chairpersons will meet with district supervisors to disseminate information received in trainings/updates related to Florida standards. They will meet with their departments monthly.
5. Administration will monitor teachers lesson plans and visit classrooms and provide feedback through snapshots.
6. Administration will meet with teachers to evaluate incorporation of school wide strategies monthly.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Throughout the school year data is extracted to detect areas of concern. These instructional strategies and supplements are used to facilitate schools needs.

1. Level 1 and 2 students are provided reading courses (50 minutes daily) that target literacy strategies to assist in passing standardized test.
2. ESE students will be provided a learning strategies course to develop skills to maintain passing proficiency in standard courses.
3. Courses created for assistance of our ESE students in earning FSA/EOC requirements for standard diploma.
4. Students with IEP and 504 plans will receive appropriate accommodations.
5. After school tutoring is available in all subject areas.
6. Summer review sessions are rendered for Algebra I EOC retakes and ACT preparation.
7. Teachers provide differentiation in daily instruction to accommodate varying learning styles.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 21,500

1. After School Tutoring is offered to all students twice a week for 2 hours in computer lab center.
2. Credit retrieval is offered 60 hour per semester.
3. Computer access is offered for 90 minutes Monday through Thursday.
4. ACT preparation is offered 45 minutes after school Monday through Thursday throughout the year and once a month on Saturdays for 3 hours.

Strategy Rationale

Additional support is provided for all students who are in need. This provide assistance with increasing grade point averages and credit deficiencies, along with inaccessible technology resources. Supplementary tutoring is rendered for individual necessity.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Newberry High has a running log of students attendance for tutoring, credit retrieval and all review sessions. 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.

Strategy: Extended School Day

Minutes added to school year: 720

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

Strategy Rationale

Strategy Purpose(s)

'''

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the 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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

To assist with the transition of incoming ninth graders, Newberry High school implements the following:

1. Transitional meetings are conducted to appropriately place incoming ESE students.
2. Schedule recommendations are required by middle school teachers for appropriate course placement.
3. Mentoring program for all incoming 9th graders.
4. Incoming freshman are introduced to clubs and extracurricular activities through new student orientation.

1. Guidance counselors provide vertical planning to align students with graduation requirement and personal interests.
2. High school athletes are registered with NCAA clearinghouse during their junior year in an effort to be successfully recruited.
3. Teachers mentor and encourage credit deficient students.
4. Guidance presentations are cohort specific and presented annually.
5. Guidance updates webpage and announces SAT and ACT test dates along with EOC retakes.
6. Guidance hosts a financial aide workshop for parents in the evening.
7. Students can participate in Santa Fe College's upward bound CAP program for preparation of college readiness.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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 .

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Newberry High School incorporates Math for College Readiness and English 4, for those seniors that did not score 97 on the PERT math test or 19 on the ACT exam. The PERT is Post-secondary Education Readiness Test administered via Sante College in Gainesville, FL. These course 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. Sante 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.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

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. Write Score and AIMS, district assessment, testing is given to all students in 9th and 10th grade English and those Juniors and Seniors in Reading. These students are tested and monitored 3 times through out the school year. 9th and 10th grade students will take a computerized outsource assessment from Write Score. Individual diagnostic break downs 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, 10th and 11th grade are given writing prompts for practice on English Language Assessment writing test, while 12th graders are given SAT or ACT essay prompts. They are required to write an essay within a specific time limit. Students are conferenced individually, given a diagnostic breakdown via a consistent ELA 10 point rubric that is taught in all English courses. They will write a total of 4 or more essays before the ELA is administered this year. Each teacher has begun utilizing exit tickets to encourage student to write cross-curricula.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

1. Enroll students in Eng. 4 will focus on college level writing skills if not enrolled in Honors or A..P. courses.
2. Enroll in Math and College Readiness course
3. Increase A.P. course enrollment
4. Provide free ACT tutoring on campus.
5. Provide summer enrichment for students taking A.P. courses
6. Provide tutoring and mentoring through college registering and scholarships
7. Work with Santa Fe College in enrolling and tracking students success in dual enrollment programs
8. Increase enrollment of underrepresented minorities in Criminal Justice Academy
9. Afford all juniors the opportunity to take ACT during the school day

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To decrease the number of students who receive disciplinary referrals
- G2.** To increase student performance on Biology EOC.
- G3.** To increase the reading proficiency among all subgroups as identified by FSA data with emphasis on students in the lower quartile.
- G4.** To increase percentage of students who pass the Alg. I EOC, Geometry EOC, US History EOC and AP exams.
- G5.** To increase the percentage of students who are proficient in writing.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To decrease the number of students who receive disciplinary referrals 1a

G095732

Targets Supported 1b

Indicator	Annual Target
Chronic Absenteeism	90.0
District Parent Survey	50.0

Targeted Barriers to Achieving the Goal 3

- Students inability to handle emotional and personal impulsive behaviors. Inappropriate supervision and usage of social media.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Deans, Guidance Counselors, Administrators, School resource officers, Mentors, PBS, School Psychologist, School staffing Specialist, District Behavior Specialist

Plan to Monitor Progress Toward G1. 8

Examine monthly discipline reports
Examine monthly attendance reports

Person Responsible

Mark Burford

Schedule

Monthly, from 9/4/2017 to 6/11/2018

Evidence of Completion

Decreased number of referrals Increased number of attendance

G2. To increase student performance on Biology EOC. 1a

 G095733

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

Targeted Barriers to Achieving the Goal 3

- 1. Excessive absences. 2. Missing class due to discipline referrals. 3. At risk students below grade level finding difficulty reading Biology text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- AIMS Testing Study Sessions EOC Group Review District Pacing Guide District Science Coordinator District Resources Laboratory Equipment Teacher Expertise

Plan to Monitor Progress Toward G2. 8

Biology AIMS results.
Data collection on teacher made assessments.
Classroom walkthrough.
Lesson plans.

Person Responsible

Kevin Purvis

Schedule

Monthly, from 9/4/2017 to 6/11/2018

Evidence of Completion

Biology EOC results. AIMS results will reflect growth.

G3. To increase the reading proficiency among all subgroups as identified by FSA data with emphasis on students in the lower quartile. 1a

G095734

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	

Targeted Barriers to Achieving the Goal 3

- 1. High mobility Rate 2. Lack of reading material outside of school 3. Discipline/Attendance issues

Resources Available to Help Reduce or Eliminate the Barriers 2

- Training of Teachers in Florida Standards Impact Reading Materials for 9th through 10th Grade students District literacy Coach After school tutoring for students that have not passed state assessment test Implementation of 55 Critical Vocabulary Words in elective courses Focus on data from Write Score

Plan to Monitor Progress Toward G3. 8

FSA ELA data from previous years will be reviewed
Students will take assessments: Write Score and AIMS
Teacher will collect data and compare results through out the year measuring student mastery of Florida State Standards
Literacy and writing will be incorporated in all curriculum

Person Responsible

Carol Shelley

Schedule

On 5/25/2018

Evidence of Completion

Retake FSA ELA in appropriate cohorts FSA results in June, 2018 Graduation rate Attendance rate Classroom snapshots Lesson Plans reflecting Florida standards

G4. To increase percentage of students who pass the Alg. I EOC, Geometry EOC, US History EOC and AP exams. 1a

G095735

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Students struggle with inability to format EOC questions due to weak reading skills The lack of experience with the application of basic and new math skills is coupled with weak basic skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Algebra Nation Math text/workbooks AIMS Testing Webb's DOK Financial Algebra District Math Supervisor District Pacing Guide for Algebra and Geometry

Plan to Monitor Progress Toward G4. 8

1.AIMS test results will be monitored and recorded 2. Diverse instructional methods of Kagan, Marzano, and CRISS 3. All Math courses will be aligned with District pacing guide. Remedial math programs to monitor student progress

Person Responsible

David Hardy

Schedule

Quarterly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Alg. 1 EOC, Geo. EOC, US History EOC, AIMS Testing, Algebra Nation

G5. To increase the percentage of students who are proficient in writing. 1a

G095736

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	10.0
Writing Gains District Assessment	70.0

Targeted Barriers to Achieving the Goal 3

- 1. High mobility rate. 2. Attendance issues 3. Lack of reading material outside of school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Introduce ELA 10 point Rubric to Faculty and Students
- Incorporate 3 to 5 writing essays before official test
- Utilize Write Score to test 9th & 10th grade students, grade essays and utilize data to detect strengths and weakness of individual students

Plan to Monitor Progress Toward G5. 8

Data collection of School wide writing program. Data collection of District writing initiative. Data Analysis from Write Score

Review lesson plans to monitor writing assignments

Person Responsible

James Sheppard

Schedule

Annually, from 8/21/2017 to 5/18/2018

Evidence of Completion

Individual scores will be recorded and tabulated to monitor individual students performance
Classroom walkthroughs DBQ scores Scores on FSA ELA Scores on AP writing sections

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To decrease the number of students who receive disciplinary referrals **1**

 G095732

G1.B1 Students inability to handle emotional and personal impulsive behaviors. Inappropriate supervision and usage of social media. **2**

 B257742

G1.B1.S1 1. Freshmen will be assigned Mentors 2. PBS for program for Freshmen Academy Team Members 3. Deliver Anti-bullying, dating violence, sexting and drug curriculum 4. Increase number of security cameras on campus 5. Student Services team will meet twice a month to discuss at risk students. 6. District ESE behavioral specialist will work with teachers on implementing appropriate classroom management techniques. **4**

 S272744

Strategy Rationale

Student participation in daily instruction versus out of school on suspension have a higher rate of meeting graduation requirements than the latter students.

Action Step 1 **5**

PBS will be utilized with incoming freshmen class
Guidance Presentations for all classes
Mentors for all freshmen
Active Student Services Team
Saturday School

Person Responsible

Mark Burford

Schedule

Monthly, from 9/4/2017 to 6/18/2018

Evidence of Completion

Decrease number of referrals

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor Student behavior reports

Person Responsible

Mark Burford

Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Decrease number of discipline referrals correlates to increase of Class attendance

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Examine monthly discipline reports

Person Responsible

Mark Burford

Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Decrease in number of students receiving discipline referrals and increase in student daily attendance

G2. To increase student performance on Biology EOC. 1

 G095733

G2.B1 1. Excessive absences. 2. Missing class due to discipline referrals. 3. At risk students below grade level finding difficulty reading Biology text. **2**

 B257743

G2.B1.S1 1. Provide training in content literacy for Biology and other Science teachers. 2. Use district pacing guides to cover all Florida standards. 3. Use high yield strategies to increase student engagement. 4. Embed literacy anchor standards into Biology instruction. 5. Use test items specifications to clarify benchmarks and content limits to be addressed. **4**

 S272745

Strategy Rationale

Increase the rigor in Biology classes will assist students preparation for EOC and any science based careers.

Action Step 1 5

Examine AIMS Biology results.
Monitor teacher lesson plans to reflect literacy strategies.

Person Responsible

Katherine Koonz

Schedule

Monthly, from 9/4/2017 to 6/11/2018

Evidence of Completion

AIMS results Lesson plans Biology EOC results

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Examine AIMS results.
Review EOC results in Biology.
Conduct classroom walkthroughs.

Person Responsible

Kevin Purvis

Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Biology EOC results. Number of students receiving credit in Biology.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

AIMS Results for Biology.
Lesson plans.
Classroom Walkthroughs.

Person Responsible

Kevin Purvis


Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

EOC Biology results.


G3. To increase the reading proficiency among all subgroups as identified by FSA data with emphasis on students in the lower quartile. **1**

 G095734

G3.B1 1. High mobility Rate 2. Lack of reading material outside of school 3. Discipline/Attendance issues **2**

 B257744

G3.B1.S1 1. Incorporate Florida Standards across the curriculum which will increase rigor 2. After School tutoring will be available for students that have not passed FSA ELA and ACT concordant score. 3. All teachers will incorporate literacy strategies 4. Mentors will be provided for all Freshmen students to assist with acclimation to high school 5. Evaluate walkthrough data to determine teacher utilization of high order questions and monitor student engagement **4**

 S272746

Strategy Rationale

Students must attend school regularly to receive rigorous instruction in all classes in order to be prepared for post high school experiences

Action Step 1 **5**

Classroom walkthroughs
Monitor lesson plans
Assign homeroom mentors
Hire paraprofessionals
Provide after school tutoring

Person Responsible

James Sheppard

Schedule

Monthly, from 9/4/2017 to 6/11/2018

Evidence of Completion

Review data on ACIIS and after school tutoring. Communication with mentors. Review Lesson plans bi-weekly.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Classroom walkthroughs

Person Responsible

James Sheppard

Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

FSA reading scores

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walkthroughs done by Principal and Assistant Principal.

Person Responsible

Kevin Purvis


Schedule

Monthly, from 9/21/2017 to 5/21/2018

Evidence of Completion

FSA scores

G4. To increase percentage of students who pass the Alg. I EOC, Geometry EOC, US History EOC and AP exams. 1

 G095735

G4.B1 Students struggle with inability to format EOC questions due to weak reading skills The lack of experience with the application of basic and new math skills is coupled with weak basic skills 2

 B257745

G4.B1.S1 1. Provide hands on student based learning with TI-Nspire calculators. 2. Align Algebra curriculum to the district pacing guide along with remediation of basic skills for reinforcement and ensure success in Algebra I. 3. Use diverse instructional strategies, such as Kagan, Marzano, CRISS. 4. Monitor student progress toward mastery of math anchor standards. 5. Implement summer remediation prior to summer retakes. 4

 S272747

Strategy Rationale

Passing students will stay on track for math sequence.
Student strengths in math will afford the opportunity to double up in specific maths.

Action Step 1 5

Use high yield strategies in math classes.
Provide Algebra I EOC tutoring for students who need retakes.
Incorporate math anchor standards into all math classes.
Provide after school tutoring in math.
AP tutoring.

Person Responsible

David Hardy

Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Algebra I EOC results. Geometry EOC results. Number of students who earned Algebra I and Geometry. AIMS results will show growth. Increase number of students passing AP exams with level 3 or higher.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Classroom walkthroughs.
Lesson plan review.

Person Responsible

Kevin Purvis

Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Algebra I EOC scores. Geometry EOC scores. Algebra II EOC scores.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Classroom Walkthroughs
AIMS results

Person Responsible

Kevin Purvis


Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

Algebra I EOC results Geo EOC results

G5. To increase the percentage of students who are proficient in writing. 1

 G095736

G5.B1 1. High mobility rate. 2. Attendance issues 3. Lack of reading material outside of school 2

 B257746

G5.B1.S1 1. Formal writing Essays will be required in all English courses and intensive reading 2. Write across curriculum and hold students to higher standards in writing. Teachers will utilize 10 point Rubric to score all anchor writing assessments. 3. Follow district pacing guide in all English I, II, III and IV 4. Use DBQ strategies in social studies to encourage students to write more in their social studies classes. 5. Job embedded professional development throughout the entire school year with focus on improving writing skills and Webb's DOK. 4

 S272748

Strategy Rationale

Providing more opportunities to write argumentative and expository pieces in a variety of formats will improve proficiency.

Action Step 1 5

Students will incorporate writing such as expository and argumentative in all classes.
DBQ and/or AIMS used in social studies.
Incorporate writing anchor standards across curriculum

Person Responsible

James Sheppard

Schedule

Monthly, from 8/21/2017 to 5/21/2018

Evidence of Completion

FSA Writing Results

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Writing required in all classes

Person Responsible

James Sheppard

Schedule

Monthly, from 9/4/2017 to 6/4/2018

Evidence of Completion

FSA writing scores Classroom walkthroughs student samples

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Writing samples from all classes

Person Responsible

James Sheppard

Schedule

Monthly, from 9/4/2017 to 6/4/2018



Evidence of Completion

FSA writing scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G5.MA1 M392126	Data collection of School wide writing program. Data collection of District writing initiative....	Sheppard, James	8/21/2017	Individual scores will be recorded and tabulated to monitor individual students performance Classroom walkthroughs DBQ scores Scores on FSA ELA Scores on AP writing sections	5/18/2018 annually
G3.B1.S1.MA1 M392118	Classroom walkthroughs done by Principal and Assistant Principal.	Purvis, Kevin	9/21/2017	FSA scores	5/21/2018 monthly
G5.B1.S1.A1 A366062	Students will incorporate writing such as expository and argumentative in all classes. DBQ and/or...	Sheppard, James	8/21/2017	FSA Writing Results	5/21/2018 monthly
G3.MA1 M392120	FSA ELA data from previous years will be reviewed Students will take assessments: Write Score and...	Shelley, Carol	8/21/2017	Retake FSA ELA in appropriate cohorts FSA results in June, 2018 Graduation rate Attendance rate Classroom snapshots Lesson Plans reflecting Florida standards	5/25/2018 one-time
G4.MA1 M392123	1.AIMS test results will be monitored and recorded 2. Diverse instructional methods of Kagan,...	Hardy, David	9/4/2017	Alg. 1 EOC, Geo. EOC, US History EOC, AIMS Testing, Algebra Nation	6/4/2018 quarterly
G1.B1.S1.MA1 M392112	Examine monthly discipline reports	Burford, Mark	9/4/2017	Decrease in number of students receiving discipline referrals and increase in student daily attendance	6/4/2018 monthly
G1.B1.S1.MA1 M392113	Monitor Student behavior reports	Burford, Mark	9/4/2017	Decrease number of discipline referrals correlates to increase of Class attendance	6/4/2018 monthly
G2.B1.S1.MA1 M392115	AIMS Results for Biology. Lesson plans. Classroom Walkthroughs.	Purvis, Kevin	9/4/2017	EOC Biology results.	6/4/2018 monthly
G2.B1.S1.MA1 M392116	Examine AIMS results. Review EOC results in Biology. Conduct classroom walkthroughs.	Purvis, Kevin	9/4/2017	Biology EOC results. Number of students receiving credit in Biology.	6/4/2018 monthly
G3.B1.S1.MA1 M392119	Classroom walkthroughs	Sheppard, James	9/4/2017	FSA reading scores	6/4/2018 monthly
G4.B1.S1.MA1 M392121	Classroom Walkthroughs AIMS results	Purvis, Kevin	9/4/2017	Algebra I EOC results Geo EOC results	6/4/2018 monthly
G4.B1.S1.MA1 M392122	Classroom walkthroughs. Lesson plan review.	Purvis, Kevin	9/4/2017	Algebra I EOC scores. Geometry EOC scores. Algebra II EOC scores.	6/4/2018 monthly
G4.B1.S1.A1 A366061	Use high yield strategies in math classes. Provide Algebra I EOC tutoring for students who need...	Hardy, David	9/4/2017	Algebra I EOC results. Geometry EOC results. Number of students who earned Algebra I and Geometry. AIMS results will show growth. Increase number of students passing AP exams with level 3 or higher.	6/4/2018 monthly
G5.B1.S1.MA1 M392124	Writing samples from all classes	Sheppard, James	9/4/2017	FSA writing scores	6/4/2018 monthly
G5.B1.S1.MA1 M392125	Writing required in all classes	Sheppard, James	9/4/2017	FSA writing scores Classroom walkthroughs student samples	6/4/2018 monthly
G1.MA1 M392114	Examine monthly discipline reports Examine monthly attendance reports	Burford, Mark	9/4/2017	Decreased number of referrals Increased number of attendance	6/11/2018 monthly
G2.MA1 M392117	Biology AIMS results. Data collection on teacher made assessments. Classroom walkthrough....	Purvis, Kevin	9/4/2017	Biology EOC results. AIMS results will reflect growth.	6/11/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1  A366059	Examine AIMS Biology results. Monitor teacher lesson plans to reflect literacy strategies.	Koonz, Katherine	9/4/2017	AIMS results Lesson plans Biology EOC results	6/11/2018 monthly
G3.B1.S1.A1  A366060	Classroom walkthroughs Monitor lesson plans Assign homeroom mentors Hire paraprofessionals...	Sheppard, James	9/4/2017	Review data on ACIIS and after school tutoring. Communication with mentors. Review Lesson plans bi-weekly.	6/11/2018 monthly
G1.B1.S1.A1  A366058	PBS will be utilized with incoming freshmen class Guidance Presentations for all classes Mentors...	Burford, Mark	9/4/2017	Decrease number of referrals	6/18/2018 monthly

V. Professional Development Opportunities

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

G2. To increase student performance on Biology EOC.

G2.B1 1. Excessive absences. 2. Missing class due to discipline referrals. 3. At risk students below grade level finding difficulty reading Biology text.

G2.B1.S1 1. Provide training in content literacy for Biology and other Science teachers. 2. Use district pacing guides to cover all Florida standards. 3. Use high yield strategies to increase student engagement. 4. Embed literacy anchor standards into Biology instruction. 5. Use test items specifications to clarify benchmarks and content limits to be addressed.

PD Opportunity 1

Examine AIMS Biology results. Monitor teacher lesson plans to reflect literacy strategies.

Facilitator

Melissa Prado

Participants

Biology teachers will attend training on reading and writing in content area.

Schedule

Monthly, from 9/4/2017 to 6/11/2018

G4. To increase percentage of students who pass the Alg. I EOC, Geometry EOC, US History EOC and AP exams.

G4.B1 Students struggle with inability to format EOC questions due to weak reading skills The lack of experience with the application of basic and new math skills is coupled with weak basic skills

G4.B1.S1 1. Provide hands on student based learning with TI-Nspire calculators. 2. Align Algebra curriculum to the district pacing guide along with remediation of basic skills for reinforcement and ensure success in Algebra I. 3. Use diverse instructional strategies, such as Kagan, Marzano, CRISS. 4. Monitor student progress toward mastery of math anchor standards. 5. Implement summer remediation prior to summer retakes.

PD Opportunity 1

Use high yield strategies in math classes. Provide Algebra I EOC tutoring for students who need retakes. Incorporate math anchor standards into all math classes. Provide after school tutoring in math. AP tutoring.

Facilitator

Pam Morgan

Participants

Teachers

Schedule

Monthly, from 9/4/2017 to 6/4/2018

G5. To increase the percentage of students who are proficient in writing.

G5.B1 1. High mobility rate. 2. Attendance issues 3. Lack of reading material outside of school

G5.B1.S1 1. Formal writing Essays will be required in all English courses and intensive reading 2. Write across curriculum and hold students to higher standards in writing. Teachers will utilize 10 point Rubric to score all anchor writing assessments. 3. Follow district pacing guide in all English I, II, III and IV 4. Use DBQ strategies in social studies to encourage students to write more in their social studies classes. 5. Job embedded professional development throughout the entire school year with focus on improving writing skills and Webb's DOK.

PD Opportunity 1

Students will incorporate writing such as expository and argumentative in all classes. DBQ and/or AIMS used in social studies. Incorporate writing anchor standards across curriculum

Facilitator

Isa Carter

Participants

Training all teachers in Webb's DOK, practical applications and complexity of tasks. Training for all teachers in Vocabulary Code and Text Analysis. Vertical planning among teachers in departments.

Schedule

Monthly, from 8/21/2017 to 5/21/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	PBS will be utilized with incoming freshmen class Guidance Presentations for all classes Mentors for all freshmen Active Student Services Team Saturday School				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Newberry High School	Other		\$1,600.00
			Notes: Saturday School Stipend			
2	G2.B1.S1.A1	Examine AIMS Biology results. Monitor teacher lesson plans to reflect literacy strategies.				\$0.00
3	G3.B1.S1.A1	Classroom walkthroughs Monitor lesson plans Assign homeroom mentors Hire paraprofessionals Provide after school tutoring				\$0.00
4	G4.B1.S1.A1	Use high yield strategies in math classes. Provide Algebra I EOC tutoring for students who need retakes. Incorporate math anchor standards into all math classes. Provide after school tutoring in math. AP tutoring.				\$5,804.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Newberry High School			\$1,680.00
			Notes: 6 hours per week for 10 weeks @ \$28.00 per hour.			
			0261 - Newberry High School	General Fund		\$2,700.00
			Notes: 2-2 hour review sessions per 9 weeks for each course (11) @ \$15.00 per hour. Pre-AP tutoring week 1; teacher 4 hours @ \$15.00 per hour.			
			0261 - Newberry High School	General Fund		\$924.00
			Notes: 4-2 hour review sessions for 2 teachers @ \$28.00 per hour.			
			0261 - Newberry High School	Other		\$500.00
			Notes: Student Handbook/Agenda Printing Costs			
5	G5.B1.S1.A1	Students will incorporate writing such as expository and argumentative in all classes. DBQ and/or AIMS used in social studies. Incorporate writing anchor standards across curriculum				\$4,376.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0261 - Newberry High School	General Fund		\$1,438.00
			Notes: Two computerized based English language assessments for 10th graders in preparation for ELA.			

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			0261 - Newberry High School	General Fund		\$1,438.00
			<i>Notes: Two computerized based English language assessments for 9th graders in preparation for the ELA.</i>			
			0261 - Newberry High School	School Improvement Funds		\$1,500.00
			<i>Notes: Money for to provide substitute teachers for job-embedded training.</i>			
Total:						\$11,780.00