

Polk County Public Schools

New Beginnings High School



2017-18 Schoolwide Improvement Plan

New Beginnings High School

3425 LAKE ALFRED RD, Winter Haven, FL 33881

www.newbhs.net

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 6-12	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	0%

School Grades History

Year	2015-16	2014-15
Grade	I	I*

**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 is pending approval by the Polk County School Board.

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 New Beginnings High School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To create the best educational environment for students who are seeking a New Beginning.

b. Provide the school's vision statement.

NBHS will transform each student academically and socially into productive, independent members of society.

2. School Environment

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

New Beginnings High School is a community based school. We believe in being active members of our community and learning about the culture of each of our students. We have several events throughout the school year. Some of these include, multi-cultural day and activities whereby our students participate in outreach programs with several different businesses and community events. This allows all of our stakeholders to gain a realistic perspective on our students' background, while building strong relationships for all that are involved. We also offer orientation sessions which provide our families with insight into our school community, prior to enrollment, and allows the school to interact with each family on an individual level. New Beginnings High School diversifies its staff to help students better relate themselves with their teachers and other staff members. By doing so it will allow New Beginnings to better identify and service a more diverse student population.

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

New Beginnings High School creates an environment where students feel safe and respected by implementing positive support procedures. This enhances positive teacher-student relationships, creates clear and consistent expectations between students and teachers without the students feeling threatened or disrespected.

Throughout the campus, staff members are positioned to provide supervision for all students. The overarching goal is to provide an atmosphere of safety and security.

During the school day, students are encouraged and able to report any issues that have occurred to administrators, staff or counselors. Teachers monitor their classrooms and report any issues that have occurred in or outside the classroom. Administrators and staff monitor departure areas and report any issues that occur during dismissal.

To ensure additional safety, on campus, NBHS contacts Resource Officers with the local law enforcement agency to establish security on campus during school hours.

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.

Students and parents are informed of New Beginnings High School behavior system during Back to School Open house and during Orientations. New Beginnings High School adheres to a school-wide behavioral system to minimize student distractions and increase student achievement. Students are expected to attend class, on time, and be prepared for learning at the beginning of each class period. In the event that a student is disruptive, the designated administrator is to be made aware of the situation to address the situation and enact progressive discipline. Students who violate the Code of Student Conduct will receive the appropriate disciplinary action, including parent/teacher conferences, detentions, work details, and/or redirection room. School administrators and support personnel review the disciplinary actions to be used prior to the start of the school year to evaluate disciplinary methods and agree to consistency.

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.

NBHS ensures the social-emotional needs of all students are being met through a variety of services and resources available to the entire student body. The Student Services department provides a multitude of counseling services to all students at New Beginnings High School.

Upon enrollment to the school students participate in a Needs Assessment Inventory. Unmet needs are addressed by our Director of Customer Service and Emotional Wellness Counselors. Counselors are responsible for maintaining communication with the teachers and staff with regards to potential student health and academic concerns.

Counselor duties also include (but are not limited to):

- Taking part in the operational school based RTI team that meets weekly to discuss students with barriers to academic and social success.
- Refer students to agencies who have Cooperative Agreements or are on campus.
- Engage with identified staff school (i.e. school-based team leader) to provide a differentiated delivery of services based on students/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.
- Conducting at least 3 to 5 groups /lessons each month/ implementing Instruction and various campus activities that address social/emotional needs of students.
- Maintains an accurate, current data base of student needs.

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.

The school's early warning system include interventions to ensure that students are progressing academically, including reducing absenteeism. The staff also monitors the school's daily attendance systems for truant cases; students with high absenteeism are referred to their counselor, administrator; and, in severe cases, the social worker.

Students who receive ten or more absences in a semester are identified as "at risk". They are referred to the Guardian Program, where letters and home visits are conducted after the 3rd absence. Students who have a significant number of behavior/discipline issues are referred to the Director of Academic Affairs for parent conferences, work details, behavior contracts or suspensions according to policy and procedures. Students who are not meeting academic expectations are identified through

assessments, data checks, and teacher observations. Extended learning opportunities and remediation are provided through interventions such as Intensive Reading/Math, I-Ready and individualized instruction.

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	5	19	62	125	132	135	108	586	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Course failure in ELA or Math	0	0	0	0	0	0	1	7	10	38	37	35	11	139	
Level 1 on statewide assessment	0	0	0	0	0	0	0	8	40	64	119	118	65	414	

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	1	4	35	47	92	93	54	326	

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

Students are identified for various risk factors and are provided progress reports. These reports identify students that have excessive absences, the lack of academic progress, as well as non-passing scores on state assessments. Students are provided the opportunity to discuss these issues with the Director of the Academic Progress, Director of Customer Service, guardian program, and school emotional wellness counselor to identify and resolve any issues that may impede student progress.

We will intervene with the following:

- Effective multi-disciplinary MTSS teams in place to problem solve and create action plans.
- Implement a school wide intervention program. NBHS will use donations and fundraising resources to purchase student incentives.
- Planned Discussions and goal setting for identified students through PLCs and other group and individual teacher processes.
- Notification procedures for parents, agency and community outreach;
- Promote a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources.

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?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/428850>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

New Beginnings High School continues to institute and preserve relationships with the local community for the purpose of strengthen and utilizing resources to sustain the school, student performance and parent involvement. NBHS continues to maintain an active affiliation in the local Greater Winter Haven Chamber of Commerce and Lakeland Chamber Commerce to establish connections between the school and businesses that serve the community. NBHS builds and sustain partnerships with various community outlets who often share and contribute their resources to support student achievement. Parents receive communication about school wide events via the school website, email, school marquee, autodialer system and school personnel. NBHS also conducts ongoing recruitment and marketing opportunities throughout the school year to foster parent involvement and to increase student success.

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
Nelson, Terri	Principal
Holliday, Duane	Assistant Principal
Smith, Leslie	School Counselor
McNair, Antionette	School Counselor
McGriff, Darrence	Other
Torres, Roberto	Other

b. Duties

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

Terri Nelson, the Principal is responsible for establishing a school-wide vision of commitment to high standards and the success of all students. The Principal also is responsible for implementing and managing the policies, regulations, and procedures to ensure that all students are supervised in a safe child-centered learning environment that meets and exceeds the State Core Curriculum Content Standards, following the approved curricula and directives of the school. The Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with

parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

Duane Holliday, Director of Academic Affairs (DAA) ensures the school based team is implementing PS/Rtl through the combination of meaningful collaborative teamwork, clear measurable implementation goals of intervention support through documentation; performance of staff, analyze student achievement data and identify areas for improvement and actions for change to be initiated. The DAA responsibilities include consistent communication with parents about school based PS/Rtl activities; ensures and participates in professional development to support PS/Rtl implementation; provides professional development and support to teachers and staff regarding data management and implementation. The role of the DAA ensures that every student receives the highest quality instruction each day. This includes creating a learning focused environment where teachers are given the necessary tools to deliver the highest quality of instruction daily.

Kimberly Cage, Director of Academic Progress (DAP) promotes academic student success, provides preventive services, and responds to identified student needs by implementing a comprehensive plan that addresses progress for all customers. The major function of this role is to ensure that students are meeting academic goals and fulfilling all State of Florida graduation requirements. Upon enrollment every student meets with the director academic progress to develop an academic plan and class schedule based on the student's academic history and other mitigating factors. In this role evaluation and interpretation of all academic performance data is used to guide individualized academic plans. The DAP also works with entire staff in the implementation of drop out prevention strategies.

Roberto Ruiz-Torres, Director of Customer Service (DCS) oversees all student support services to include counseling, psychological services, student and parent advocacy, mental health services, transportation, student probation and legal support. These foundational support services enable student academic and post secondary success. The DCS also serve as Title I Coordinator. In this role there is constant communication with students, staff, parents/guardians, to ensure services are coordinated and delivered to provide a link between school, home, and community.

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 Leadership Team (LT) meets on a weekly basis to discuss and implement comprehensive strategies that address the needs of all students and to improve the educational programs of the school with a direct focus on our most academically risk students. Title 1 funds also supplements the schools academic program by providing additional technology, instructional programs, professional development, parent involvement activities, and opportunities for data analysis and review. Through Title 1 funds NBHS offers Saturday academies and academic bootcamps. Students are offered extended learning activities to improve their mastery of standards in reading and math.

Instructional collaborative meetings are followed by bi-weekly data meetings including administrators and lead teachers to review student performance data and that supports the implementation of Incentive Program, MTSS and the School Improvement process. During these meetings, it will be determined if teachers are in need of additional support from instructional coaches to assist in the identification of student needs based on current data, to assist in determining suitable interventions, to work with the teachers to monitor assessments and to collaborate on the progress monitoring plan

for students as needed.

The school's Emotional Wellness Counselors and Social Workers work with students through small groups and individual counseling as needed. New Beginnings High School Customer Service provides resources (clothing, school supplies, food pantry, social service referrals) for students identified according to their needs. This service includes but not limited to students identifies as homeless under the McKinney-Vento Act.

Nutrition Programs: NBHS students receives breakfast/lunch on a daily basis, the purpose of the program is to ensure students receive what they need to be successful at NBHS. New Beginnings High School retains a school resource officer who trains administrators teachers and staff on school safety, he also provides updated information pertaining to safe schools throughout the school year.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Terri Nelson	Principal
Roberto Torres	Teacher
Kimberly Cage	Education Support Employee
Duane Holliday	Education Support Employee
Robert Halback	Business/Community
Kassee Grant	Student
Downing, Jimmy	Education Support Employee

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 mission of SAC shall be to serve in an advisory capacity to the principal; to assist in development of the educational program; to assist in the preparation and evaluation of the School Improvement Plan, hereinafter, also referred to as SIP; to assist in the preparation of the school's annual budget; and to serve as the steering committee for school improvement under the rules and regulations of the Southern Association of Colleges and Schools. A copy of the plan was first provided

to all members and later reviewed during a regular scheduled meeting before submission to the Board for approval.

Development of this school improvement plan:

Faculty and staff participated in gathering information and writing sections of the School Improvement Plan. The plan was later reviewed by the Administrative team and members of SAC. Changes were made prior to submitting to the School Board for approval.

SAC assists in the development of the school's budget and assists in the development of safety nets

and understand quite clearly their effect on student achievement throughout the year.

Preparation of the school's annual budget and plan

The SAC committee discusses issues such as Teacher Appreciation Week, incentives for students and professional development.

b. Development of this school improvement plan

In partnership the School Leadership Team and the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

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

The SAC committee discusses budgetary issues and plans for school wide incentive programs for our students. This is discussed during monthly SAC meetings and a plan is developed to ensure that the funds are used equitably.

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

The school improvement funds were used to provide incentives and a celebration for students after the completion of the assessments during the course of the school year. The students were treated to a fun day activity in which all students were allowed to participate in games and other field day- like activities.

The SAC submits a budget within the SIP to support strategy implementation and/or professional development.

In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.

The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated.

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
Nelson, Terri	Principal
Holliday, Duane	Assistant Principal
Torres, Roberto	Instructional Coach
Northcutt, Chelsie	Instructional Coach
WRIGHT, ASHLEE	Other

b. Duties

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

The Literacy Leadership team will ensure that Learning Focused strategies, writing in all content areas, and the new ELA Florida Standards are being implemented at every grade level and school building. The LLT will also implement extended reading passages, Pearson Florida Reading Curriculum, i-Ready, Compass Odyssey, differentiation, flexible grouping, and higher order thinking in the ELA areas. Also, emphasis will be geared towards areas of need based on district and state wide assessments analyzed by administrators, teachers, and literacy consultant.

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.

New Beginnings High School conducts staff meetings and teacher in-service days for staff professional development. to discuss school and student progress.

1. Each Tuesday and Thursday Planning Learning Communities (PLC) within departments.
2. School Based Leadership Team weekly meetings (academic Focus)
3. Leadership Team weekly meeting (school- Wide Management Focus)
4. Professional Development
5. RTI/MTSS- Monthly meeting
6. Literacy Leadership Team- Monthly meeting
7. Facilitated ESE/IEP meetings
8. Collaborative co-teaching

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

1. The School will disseminate materials, locally and nationally, in order to encourage properly credentialed individuals apply for available positions. Recruitment efforts will include advertisement on the School's website, presentations, fliers at universities, job fairs, Teacher-Teacher.com, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community.
2. Nationwide recruitment search yields candidates that must meet criteria based on the specific need of the school and positions being filled. Director of Academic Affairs and the Lead teacher work together to support and mentor new teachers. Teacher placement is based on skill set, strengths, experience,

subject matter and student need. New hires are required to participate in a 6 week boot camp in which they are immersed in the culture of the school and communities of the students that are serviced.

3. To retain effective teachers, starting salaries, as assumed in the School's budget have been based on projected average starting teacher salary levels, with the flexibility for potential exceptions to be made for an individual's experience, degree(s), and past employment history. A comprehensive benefits package has also been developed to help retain effective teachers.

- Recognition program: I Caught You Soaring (ICYS)
- Annual Retreat
- Monthly After hour staff social events
- Team building and recreational events that build camaraderie and sense of belonging.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All new teachers are mentored by peers and administration. New teachers partner with seasoned teachers within the same content area. Academic Affairs and Lead teacher provides curricula support and coaching. The mentor and mentee will meet biweekly in a professional learning community to discuss evidence-based strategies for each domain (Same subject area teacher). The mentee will be offered assistance of exemplary teachers and other appropriate individuals from our school including coaching, classroom observation and team teaching (Mentee will benefit from a variety of teaching styles).

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.

New Beginnings High School ensures that its core instructional programs adhere to Florida's standards through the adoption of Common Core Standards, blended learning approach(computer based/direct instruction), textbooks and additional materials that address the new Florida State Standards and district state aligned assessments. In addition, New Beginnings provides new Florida State Standards training during pre-planning as well as ongoing discussions in professional learning communities that address the students needs and alignment with the state standards. Additional curriculum mapping, data meetings, and compass courses are aligned with common core standards.

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.

Data is collected and reviewed weekly in PLC meetings that are course specific. Struggling students are noted, and differentiated instruction is planned for those students in order to ensure retention. Students are placed in groups accordingly to ability, and teachers rotate their instruction accordingly. Teachers are expected to collaborate within their department as well as with the Director of Academic

Affairs to develop diversified instructional plans that are derived from student data. Teachers use data on student academic performance to inform instructional decisions in their classrooms. In addition, students are assessed through Statewide Assessment and i-Ready Diagnostic Assessment to generate reports and monitor student achievement. Through departmental and cross curriculum professional learning communities, teachers develop strategies that address the needs of students to promote academic success. Data from standardized assessments, I-ready diagnostic assessment(Reading and Math), Compass Objective Based Assessment are used to identify student deficiencies as well as goals are put in placed to address areas of concern. New Beginnings High School conducts data chats with teachers and customers multiple times throughout the year to discuss student progress and develop strategies for continuous improvement. Professional development includes meeting with consultants to review and delineate assessment data in order to ensure that instruction is aligned with student needs, deficiencies, and state standards.

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: 300

Students will be given the opportunity to come to school the session before or stay in school the session after their assigned session. Ultimately, increasing the amount of time the student will be able to work on core academics.

Strategy Rationale

To provide students with extended time in a conducive environment that improves academic success.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Nelson, Terri , t.nelson@newbhs.net

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

Data will be collected and verified through course completions, survey comparisons, and program assessments to determine the effectiveness of the extended school day.

Strategy: Summer Program

Minutes added to school year: 1,800

Summer Tutoring/ Credit Recovery: Students who need to recover credits are invited to attend Summer Tutoring which are recovered on blended learning curriculum . These courses meet common core and state standards, engaging students through robust content delivered by interactive, media-rich / direct instruction and experienced, certified teachers.

Strategy Rationale

Extended learning provides credit recovery for timely graduation.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nelson, Terri , t.nelson@newbhs.net

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

Guidance counselors review data for successful completion of Compass courses.

Strategy: Extended School Year

Minutes added to school year: 3,000

With an intensified school calendar, students are given the extra instructional time and individualized attention they require to grasp the standards and in turn perform better on assessments.

Strategy Rationale

Increased practice in core subject academic areas will produce more academically prepared students. In addition, it will help to identify specific areas of need and allow teachers to pin-point interventions.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Nelson, Terri , t.nelson@newbhs.net

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

Reports of student's performance will be available and data will be analyzed to provide differentiated instruction for targeted students.

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.

The Director of Academic Affairs and Director of Academic Progress ensures that visits are made to feeder schools in the community providing alternative information. NBHS conducts open enrollment through out the course of the school year. Student's and parent's that enroll at New Beginnings High School participates in a 2 hour orientation process prior to attending classes. Our College and Career Counselors, are available during selected days to assist students with scholarship opportunities and college readiness support. Individual advising of students and parents is provided by our Directors of Academic Progress as needed.

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.

Director of Academic Progress meets individually with students to ascertain needs and interest for academic and career planning. New Beginnings High School affords all students a variety of coursework to pursue electives or careers they show an aptitude towards and may want to pursue after high school (i.e. customer service, music, &/or drama). In addition resources are as follows;

1. Job and career placement with community workforce agency.
2. College and Career Readiness
3. Accelerated learning for students.
4. Customer Service Assistant
- 5.OJT
6. Engaged Citizenship through Service Learning
7. Dual Enrollment

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

New Beginnings High School offers college and career bound students the opportunity to enroll in an Information Technology course where students are provided extra academic support and college readiness skills to embark upon whatever career they decide to pursue. It is our goal to prepare students to choose a career and take steps toward their journey into higher education. Students will be able to plan, prepare, and research accessible resources for college as well as perform career explorations. Assistance is available to help with the job and college application process, on-line college searches for best fit colleges, assistance with completing financial aid paper work and college entrance exams, as well as gathering the required documents. Our students study a rigorous curriculum that is technical in nature, requires extreme levels of science, mathematics and computer skills incorporated in assignments, tests, and projects.

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

Students are given the opportunity to select Introduction to Information Technology which assists them in College and Career Readiness with the inclusion of resume writing, internship opportunities that are often available through business and community partnerships. At New Beginnings High School all courses integrate reading and writing, which prepares students to be college and career ready. Our teachers work to form relationships and make cross curricular connections to support

skills needed in career and technical education, such as mathematical concepts, resume writing, and the ability to read non-fiction technical items such as instructions, charts, and maps.

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.

New Beginnings High School strives to improve post-secondary readiness by creating an Academic Success Plan for every student which allows the Director of Academic Progress to support the student based on student need, high school history, and future plans. In addition, College and Career Advisors assists students with attending College/Career Fairs, researching college enrollment requirements, preparation for college entrance exams, and facilitation with completing student aid/employment forms. The post-secondary strategies focus on developing skills, setting attainable goals, and good work skills, such as assignment completion and note reviews, organizational skills, motivation, and commitment. Implementing initiatives like hiring a Director of Academic Progress and a College and Career teacher, who monitor our student's academic success to make sure they are on track to improve our post-secondary transition success.

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.

Points of strength: Based on our most recent data analysis, our results show no measurable student strengths in the areas associated with reading and mathematics.

Teachers willingness to embrace PLC work, focus on increasing rigorous and relevant classroom instruction.

Area of need: Increase number of students in the lowest quartile performing at grade level or above; increase the number of students performing at level three or above; increase number of students performing at level three or above in ELA, Math, and Science.

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.

Our diverse student population has varying levels of understanding with regards to the Florida Standards. The identified need indicates we must improve to meet these students at their instructional level. From there

we will work towards closing the gap. Additional contributing factors include but not limited to low self esteem, lack of parental control, attendance, behind academically.

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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** Support academic improvement by integrating and using technology to enhance and support curriculum, instruction, digital literacy and assessment.
- G2.** New Beginnings High School will increase the percentage of students making learning gains in Math, Reading/English Language Arts, by a minimum of 15 - 20 percent per year through 2020.
- G3.** New Beginnings High School will Increase the percentage of student credit accumulation by 30% for 2017 - 2018.
- G4.** The rate of parent participation (average number of parents in attendance per event) during Parent Night activities will increase from 5% to 10% of school population's parents/guardians.
- G5.** Increase student learning and achievement by providing teachers with high quality professional development to all staff on technologies which support classroom and professional learning.

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. Support academic improvement by integrating and using technology to enhance and support curriculum, instruction, digital literacy and assessment. 1a

G098121

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	25.0
Math Gains District Assessment	25.0
Bio I EOC Level 3	20.0
U.S. History EOC Pass	20.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge using technology to support student-centered learning requires leadership, administration and the community to collaborate and set an agenda for technology that reflects school needs, focuses on a common set of learning standards, and connects students to real-world audiences. Integrating technology into educational practices has proven to be a slow and complex process.
- Some teachers lack confidence in technology as well as their technology skills. Those who use technology do so primarily to present information rather than to provide hands-on learning for students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- FETC - Future of Education Technology Conference

Plan to Monitor Progress Toward G1. 8

Teachers will use Florida standards assessment, baseline and mid-year assessments and monthly data reviews to monitor student progression.

Person Responsible

Terri Nelson

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive the overall instruction in our quarterly SIP meetings.

G2. New Beginnings High School will increase the percentage of students making learning gains in Math, Reading/English Language Arts, by a minimum of 15 - 20 percent per year through 2020. 1a

G098122

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	15.0
ELA/Reading Gains District Assessment	15.0
Algebra I EOC Pass Rate	25.0
FSA Mathematics Achievement	20.0

Targeted Barriers to Achieving the Goal 3

- Teacher lack understanding and use of formative assessment data connected to instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Formative Assessment Strategies for Teachers and Students
- Compass Curriculum - Student data
- Observation feedback from Instructional Rounds and Lesson Plans

Plan to Monitor Progress Toward G2. 8

Peer observation will be implemented to support each other.

Person Responsible

Terri Nelson

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

The use of peer observation schedules.

G3. New Beginnings High School will Increase the percentage of student credit accumulation by 30% for 2017 - 2018. 1a

G098123

Targets Supported 1b

Indicator	Annual Target
District Grade - Percentage of Points Earned	30.0

Targeted Barriers to Achieving the Goal 3

- Many students already behind one or more grade levels and need catch up growth

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I supplemental funds
- Professional development using research based strategies that increase student learning
- i-Ready Diagnostic Assessment
- Compas Learning Odyssey

Plan to Monitor Progress Toward G3. 8

Achievement data such as benchmark assessments, i-Ready Diagnostic Assessments, Compass Learning Assessments / Course Completions, FSA results and SIP mid-year review.

Person Responsible

Terri Nelson

Schedule

Semiannually, from 9/1/2017 to 6/1/2018

Evidence of Completion

year end benchmark data, FSA results and Course Completions

Plan to Monitor Progress Toward G3. 8

Growth Monitoring / Progress Reports

Person Responsible

Terri Nelson

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

i-Ready Quarterly Assessment Data, FSA Assessment results

Plan to Monitor Progress Toward G3. 8

Increased communication between General Education and Special Education teachers

Person Responsible

Terri Nelson

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

PLC sign-in sheets, documentation of resources provided and PD calendar

G4. The rate of parent participation (average number of parents in attendance per event) during Parent Night activities will increase from 5% to 10% of school population's parents/guardians. 1a

G098124

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	10.0
5Es Score: Involved Families	100.0

Targeted Barriers to Achieving the Goal 3

- Parents see little value in attending

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide interactive programs with incentives such as display boards, flash drives, and assistance with Community Resources, Social Agencies, Wellness Fair, and Reading strategies.

Plan to Monitor Progress Toward G4. 8

Provide Science Parents Nights that allow students to gain access to free resources for their science projects.

Person Responsible

Terri Nelson

Schedule

On 6/1/2018

Evidence of Completion

Increase of completed science projects

G5. Increase student learning and achievement by providing teachers with high quality professional development to all staff on technologies which support classroom and professional learning. 1a

G098125

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	25.0
FSA Mathematics Achievement	25.0
5Es Score: Quality PD	80.0

Targeted Barriers to Achieving the Goal 3

- Systems for analyzing data, progress monitoring, and differentiating instruction are new to first year teachers.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Leadership Team will work with staff to analyze data, progress monitoring, and differentiate instruction.
- Common planning time has been allocated in the school wide schedule.

Plan to Monitor Progress Toward G5. 8

Data will drive teacher instruction.

Person Responsible

Terri Nelson

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Student data in i-Ready, Compass Learning, FSA and FCAT will be analyzed weekly. Teachers will maintain data binders and participate in data chats. Students will track learning goals and be able to demonstrate an understanding of what and why they are tracking the data.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Support academic improvement by integrating and using technology to enhance and support curriculum, instruction, digital literacy and assessment. **1**

 G098121

G1.B1 Lack of knowledge using technology to support student-centered learning requires leadership, administration and the community to collaborate and set an agenda for technology that reflects school needs, focuses on a common set of learning standards, and connects students to real-world audiences. Integrating technology into educational practices has proven to be a slow and complex process. **2**

 B263929

G1.B1.S1 Technology can be designed to provide adaptive learning and assessment experiences for students. Most important to student-centered learning, technology can enable outcomes that vary based on student strengths, interests, and previous performance. **4**

 S279566

Strategy Rationale

Using technology involves students in the learning process. Students using technology become active in the learning process instead of passive listeners.

Action Step 1 **5**

Administrators/Teachers will participate in technology resource training provided by FETC

Person Responsible

Terri Nelson

Schedule

On 6/1/2018

Evidence of Completion

Administrators/Teachers, shall have the opportunity to explore the most effective integration of technology across the curriculum

Action Step 2 5

Teachers will use data to guide instruction and measure student achievement. In addition, teachers will use a variety of formative and summative assessments to frequently check for understanding and modify instruction when necessary.

Person Responsible

Chelsie Northcutt

Schedule

On 6/1/2018

Evidence of Completion

Testing Labs

Action Step 3 5

Continuous technology upgrades to support student access to technology and student learning.

Person Responsible

Terri Nelson

Schedule

On 6/1/2018

Evidence of Completion

Upgrade and supplement technology.

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

Teachers keep data notebooks to set goals and track progress.

Person Responsible

Terri Nelson

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Data notebooks

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

Reviewing student achievement status after progress monitoring.

Person Responsible

Duane Holliday

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Documentation of progress monitoring will serve as evidence.

G2. New Beginnings High School will increase the percentage of students making learning gains in Math, Reading/English Language Arts, by a minimum of 15 - 20 percent per year through 2020. 1

G098122

G2.B2 Teacher lack understanding and use of formative assessment data connected to instruction 2

B263932

G2.B2.S1 Administration and instructional leaders will analyze standards-based data to inform decision making and teacher support. 4

S279569

Strategy Rationale

Regular formative assessments are necessary in order to make mid-course corrections.

Action Step 1 5

As data is posted throughout the year, the instructional leadership team will review the data to determine where more support is needed and to problem solve and intervene where evidence of students making gains in targeted areas of instruction is lacking.

Person Responsible

Duane Holliday

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Meeting minutes

Action Step 2 5

International Literacy Association provides evidence-based strategies on a wide range of topics and relevant themes for grades K-12 that teachers can learn and put to use immediately to drive instruction.

Person Responsible

Terri Nelson

Schedule

On 6/1/2018

Evidence of Completion

Teachers will engage students in interactive text-based discussion, question generation, and research opportunities to expand their knowledge.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The instructional leadership team will follow a schedule to review data and respond promptly and regularly.

Person Responsible

Duane Holliday

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

analyze student achievement data; analyze walkthrough data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Discuss the effectiveness of implementation and analyze collected data at monthly SLT meetings.

Person Responsible

Duane Holliday

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Monthly data walks, observational notes, and SLT minutes.

G3. New Beginnings High School will Increase the percentage of student credit accumulation by 30% for 2017 - 2018. 1

G098123

G3.B1 Many students already behind one or more grade levels and need catch up growth 2

B263934

G3.B1.S1 Staff will monitor implementation, fidelity and related data of current research based programs including Compass Online Learning, I-Ready and small group instruction for students identified as below grade level. 4

S279570

Strategy Rationale

To provide opportunity for catch-up growth to increase mastery on grade level curriculum.

Action Step 1 5

Using assessment data, teachers will be able to develop lessons to remediate areas of deficiency. Hands-on learning experiences will be used to help students retain information

Person Responsible

Terri Nelson

Schedule

Weekly, from 9/1/2017 to 6/30/2018

Evidence of Completion

Progress Monitoring data and classroom assessments

Action Step 2 5

The Dir. of Academic Affairs will monitor lesson plans, data charts, data notebooks and student led conferences with data/goals binders for student progress in all core academic related activities.

Person Responsible

Terri Nelson

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Completed lesson plans and data matrixes

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

Monitor the i-Ready growth monitoring chart, attendance and lesson plans of the core academic teachers

Person Responsible

Duane Holliday

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

review lesson plans, attendance, teacher and student i-Ready sign-ins, supplemental packet with documentation

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

Observe teacher and student interactions for increased student engagement in class and during reading intervention.

Person Responsible

Terri Nelson

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Observation and data

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

Student / Teacher Climate Surveys

Person Responsible

Terri Nelson

Schedule

Semiannually, from 9/1/2017 to 6/1/2018

Evidence of Completion

Meeting minutes; analyze survey data

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

observations and feedback, analysis of benchmark assessment, conferences with teachers

Person Responsible

Terri Nelson

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

observation notes, conference notes, data analysis of those students i-Ready data.

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

Analyze data, grade level assessments, walk-through data

Person Responsible

Terri Nelson

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Progress Monitoring and grade level assessment data

G3.B1.S2 Extended Learning Programs - Students will be offered extended school day and Summer Tutoring. All students have the option to participate in a program. 4

 S279571

Strategy Rationale

By providing students the opportunity to work in a smaller, more individualized setting and with additional personnel than the regular classroom teacher, this will increase the likelihood of success in academic coursework and mastery of standards and exams.

Action Step(s) Missing for Goal #3, Barrier #1, Strategy #2
Complete one or more action steps for this Strategy or de-select it

G4. The rate of parent participation (average number of parents in attendance per event) during Parent Night activities will increase from 5% to 10% of school population's parents/guardians. 1

G098124

G4.B1 Parents see little value in attending 2

B263939

G4.B1.S1 For each Parent Night, incentivize attendance in alignment with curriculum focus of the evening; e.g. for Science Night, each student/parent receives a Science Fair board, participates in an interactive Science Fair workshop, and receives a flash drive 4

S279574

Strategy Rationale

Parent Involvement

Action Step 1 5

Prepare marketing plan, secure incentive items (donations), develop interactive schedule and prepare support material

Person Responsible

Terri Nelson

Schedule

Every 6 Weeks, from 9/1/2017 to 6/1/2018

Evidence of Completion

Parent Sign-In Sheets and Event Checklist

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

Incentives checklists and inventory

Person Responsible

Terri Nelson

Schedule

Every 6 Weeks, from 9/1/2017 to 6/1/2018

Evidence of Completion

Attendance rate calculations and documentation for Title I

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

Calculate parent attendance rate and instruction on scientific method

Person Responsible

Terri Nelson


Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Completed parent nights and Completed Science projects

G5. Increase student learning and achievement by providing teachers with high quality professional development to all staff on technologies which support classroom and professional learning. **1**

 G098125

G5.B1 Systems for analyzing data, progress monitoring, and differentiating instruction are new to first year teachers. **2**

 B263940

G5.B1.S1 Provide professional development in data analysis, progress monitoring, differentiated instruction and standards tracking **4**

 S279575

Strategy Rationale

If teachers learn to analyze data and progress monitor, then they will be able to plan for differentiated instruction based on FL Common Core Standards.

Action Step 1 **5**

I Ready Diagnostic assesses student performance across domains in reading and mathematics for grades K–12, providing a valid and reliable measure of student growth from year to year.

Person Responsible

Terri Nelson

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

i-Ready Reports / Growth Monitoring Reports

Action Step 2 **5**

Create and teach lessons that focus on ways to use technology to differentiate, engage and enhance the learning of our students. Identify the need of student success, while moving beyond a metric governed by test scores, authentic assessment puts the emphasis on student understanding.

Person Responsible

Terri Nelson

Schedule

On 6/1/2018

Evidence of Completion

Provide ongoing professional development to teachers to develop their skills in teaching the Florida standards.

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

Monitor teacher's implementation of strategies and systems.

Person Responsible

Terri Nelson

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Classroom walkthroughs, lesson plans, teacher data binders, student data folders.

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

Teachers effectively progress monitor and differentiate instruction,

Person Responsible

Terri Nelson

Schedule

Weekly, from 9/1/2017 to 6/1/2018














Evidence of Completion

Walkthroughs, PLC's, Data Chats and Student data will demonstrate learning gains and growth.

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					
G1.MA1 M407640	Teachers will use Florida standards assessment, baseline and mid-year assessments and monthly data...	Nelson, Terri	9/1/2017	Increase scores on district and state assessments. The leadership team continues to analyze data in order to drive the overall instruction in our quarterly SIP meetings.	6/1/2018 quarterly
G2.MA1 M407645	Peer observation will be implemented to support each other.	Nelson, Terri	9/1/2017	The use of peer observation schedules.	6/1/2018 biweekly
G3.MA1 M407651	Achievement data such as benchmark assessments, i-Ready Diagnostic Assessments, Compass Learning...	Nelson, Terri	9/1/2017	year end benchmark data, FSA results and Course Completions	6/1/2018 semiannually
G3.MA2 M407652	Growth Monitoring / Progress Reports	Nelson, Terri	9/1/2017	i-Ready Quarterly Assessment Data, FSA Assessment results	6/1/2018 quarterly
G3.MA3 M407653	Increased communication between General Education and Special Education teachers	Nelson, Terri	9/1/2017	PLC sign-in sheets, documentation of resources provided and PD calendar	6/1/2018 weekly
G4.MA1 M407656	Provide Science Parents Nights that allow students to gain access to free resources for their...	Nelson, Terri	9/1/2017	Increase of completed science projects	6/1/2018 one-time
G5.MA1 M407659	Data will drive teacher instruction.	Nelson, Terri	9/1/2017	Student data in i-Ready, Compass Learning, FSA and FCAT will be analyzed weekly. Teachers will maintain data binders and participate in data chats. Students will track learning goals and be able to demonstrate an understanding of what and why they are tracking the data.	6/1/2018 monthly
G1.B1.S1.MA1 M407638	Reviewing student achievement status after progress monitoring.	Holliday, Duane	9/1/2017	Documentation of progress monitoring will serve as evidence.	6/1/2018 quarterly
G1.B1.S1.MA1 M407639	Teachers keep data notebooks to set goals and track progress.	Nelson, Terri	9/1/2017	Data notebooks	6/1/2018 biweekly
G1.B1.S1.A1 A376788	Administrators/Teachers will participate in technology resource training provided by FETC	Nelson, Terri	9/1/2017	Administrators/Teachers, shall have the opportunity to explore the most effective integration of technology across the curriculum	6/1/2018 one-time
G1.B1.S1.A2 A376789	Teachers will use data to guide instruction and measure student achievement. In addition, teachers...	Northcutt, Chelsie	9/1/2017	Testing Labs	6/1/2018 one-time
G1.B1.S1.A3 A376790	Continuous technology upgrades to support student access to technology and student learning.	Nelson, Terri	9/1/2017	Upgrade and supplement technology.	6/1/2018 one-time
G2.B2.S1.MA1 M407643	Discuss the effectiveness of implementation and analyze collected data at monthly SLT meetings.	Holliday, Duane	9/1/2017	Monthly data walks, observational notes, and SLT minutes.	6/1/2018 monthly
G2.B2.S1.MA1 M407644	The instructional leadership team will follow a schedule to review data and respond promptly and...	Holliday, Duane	9/1/2017	analyze student achievement data; analyze walkthrough data	6/1/2018 biweekly
G2.B2.S1.A1 A376792	As data is posted throughout the year, the instructional leadership team will review the data to...	Holliday, Duane	9/1/2017	Meeting minutes	6/1/2018 biweekly
G2.B2.S1.A2 A376793	International Literacy Association provides evidence-based strategies on a wide range of topics and...	Nelson, Terri	9/1/2017	Teachers will engage students in interactive text-based discussion, question generation, and research opportunities to expand their knowledge.	6/1/2018 one-time

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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
G3.B1.S1.MA1  M407646	observations and feedback, analysis of benchmark assessment, conferences with teachers	Nelson, Terri	9/1/2017	observation notes, conference notes, data analysis of those students i-Ready data.	6/1/2018 quarterly
G3.B1.S1.MA4  M407647	Analyze data, grade level assessments, walk-through data	Nelson, Terri	9/1/2017	Progress Monitoring and grade level assessment data	6/1/2018 weekly
G3.B1.S1.MA1  M407648	Monitor the i-Ready growth monitoring chart, attendance and lesson plans of the core academic...	Holliday, Duane	9/1/2017	review lesson plans, attendance, teacher and student i-Ready sign-ins, supplemental packet with documentation	6/1/2018 biweekly
G3.B1.S1.MA2  M407649	Observe teacher and student interactions for increased student engagement in class and during...	Nelson, Terri	9/1/2017	Observation and data	6/1/2018 weekly
G3.B1.S1.MA5  M407650	Student / Teacher Climate Surveys	Nelson, Terri	9/1/2017	Meeting minutes; analyze survey data	6/1/2018 semiannually
G3.B1.S1.A2  A376795	The Dir. of Academic Affairs will monitor lesson plans, data charts, data notebooks and student...	Nelson, Terri	9/1/2017	Completed lesson plans and data matrixes	6/1/2018 biweekly
G4.B1.S1.MA1  M407654	Calculate parent attendance rate and instruction on scientific method	Nelson, Terri	9/1/2017	Completed parent nights and Completed Science projects	6/1/2018 quarterly
G4.B1.S1.MA1  M407655	Incentives checklists and inventory	Nelson, Terri	9/1/2017	Attendance rate calculations and documentation for Title I	6/1/2018 every-6-weeks
G4.B1.S1.A1  A376797	Prepare marketing plan, secure incentive items (donations), develop interactive schedule and...	Nelson, Terri	9/1/2017	Parent Sign-In Sheets and Event Checklist	6/1/2018 every-6-weeks
G5.B1.S1.MA1  M407657	Teachers effectively progress monitor and differentiate instruction,	Nelson, Terri	9/1/2017	Walkthroughs, PLC's, Data Chats and Student data will demonstrate learning gains and growth.	6/1/2018 weekly
G5.B1.S1.MA1  M407658	Monitor teacher's implementation of strategies and systems.	Nelson, Terri	9/1/2017	Classroom walkthroughs, lesson plans, teacher data binders, student data folders.	6/1/2018 weekly
G5.B1.S1.A1  A376798	I Ready Diagnostic assesses student performance across domains in reading and mathematics for...	Nelson, Terri	9/1/2017	i-Ready Reports / Growth Monitoring Reports	6/1/2018 weekly
G5.B1.S1.A2  A376799	Create and teach lessons that focus on ways to use technology to differentiate, engage and enhance...	Nelson, Terri	9/1/2017	Provide ongoing professional development to teachers to develop their skills in teaching the Florida standards.	6/1/2018 one-time
G3.B1.S1.A1  A376794	Using assessment data, teachers will be able to develop lessons to remediate areas of deficiency....	Nelson, Terri	9/1/2017	Progress Monitoring data and classroom assessments	6/30/2018 weekly

V. Professional Development Opportunities

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

G1. Support academic improvement by integrating and using technology to enhance and support curriculum, instruction, digital literacy and assessment.

G1.B1 Lack of knowledge using technology to support student-centered learning requires leadership, administration and the community to collaborate and set an agenda for technology that reflects school needs, focuses on a common set of learning standards, and connects students to real-world audiences. Integrating technology into educational practices has proven to be a slow and complex process.

G1.B1.S1 Technology can be designed to provide adaptive learning and assessment experiences for students. Most important to student-centered learning, technology can enable outcomes that vary based on student strengths, interests, and previous performance.

PD Opportunity 1

Administrators/Teachers will participate in technology resource training provided by FETC

Facilitator

Future of Education Technology Conference/Jennifer Womble

Participants

Teacher/Administrator

Schedule

On 6/1/2018

G2. New Beginnings High School will increase the percentage of students making learning gains in Math, Reading/English Language Arts, by a minimum of 15 - 20 percent per year through 2020.

G2.B2 Teacher lack understanding and use of formative assessment data connected to instruction

G2.B2.S1 Administration and instructional leaders will analyze standards-based data to inform decision making and teacher support.

PD Opportunity 1

As data is posted throughout the year, the instructional leadership team will review the data to determine where more support is needed and to problem solve and intervene where evidence of students making gains in targeted areas of instruction is lacking.

Facilitator

Instructional Leader

Participants

Educational Staff

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

PD Opportunity 2

International Literacy Association provides evidence-based strategies on a wide range of topics and relevant themes for grades K-12 that teachers can learn and put to use immediately to drive instruction.

Facilitator

International Literacy Association/Clavel Jones

Participants

Teachers/Administration

Schedule

On 6/1/2018

G3. New Beginnings High School will increase the percentage of student credit accumulation by 30% for 2017 - 2018.

G3.B1 Many students already behind one or more grade levels and need catch up growth

G3.B1.S1 Staff will monitor implementation, fidelity and related data of current research based programs including Compass Online Learning, I-Ready and small group instruction for students identified as below grade level.

PD Opportunity 1

Using assessment data, teachers will be able to develop lessons to remediate areas of deficiency. Hands-on learning experiences will be used to help students retain information

Facilitator

Duane Holliday

Participants

Core Academic Teachers

Schedule

Weekly, from 9/1/2017 to 6/30/2018

PD Opportunity 2

The Dir. of Academic Affairs will monitor lesson plans, data charts, data notebooks and student led conferences with data/goals binders for student progress in all core academic related activities.

Facilitator

Duane Holliday

Participants

All Core Academic Teachers

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

G5. Increase student learning and achievement by providing teachers with high quality professional development to all staff on technologies which support classroom and professional learning.

G5.B1 Systems for analyzing data, progress monitoring, and differentiating instruction are new to first year teachers.

G5.B1.S1 Provide professional development in data analysis, progress monitoring, differentiated instruction and standards tracking

PD Opportunity 1

Create and teach lessons that focus on ways to use technology to differentiate, engage and enhance the learning of our students. Identify the need of student success, while moving beyond a metric governed by test scores, authentic assessment puts the emphasis on student understanding.

Facilitator

ASCD/Jill Biden

Participants

Administrators/Teachers

Schedule

On 6/1/2018

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	Administrators/Teachers will participate in technology resource training provided by FETC				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	8004 - New Beginnings High School	Title, I Part A		\$3,500.00
			Notes: conference reg. \$845/per person * 3= \$2535 Hotel rooms \$107/night * 3 nts * 3= \$963			
2	G1.B1.S1.A2	Teachers will use data to guide instruction and measure student achievement. In addition, teachers will use a variety of formative and summative assessments to frequently check for understanding and modify instruction when necessary.				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	644-Computer Hardware Non-Capitalized	8004 - New Beginnings High School	Title, I Part A		\$40,000.00
			Notes: Purchase 40 Acer Computers (20 East Campus Testing Lab / 20 West Campus Testing Lab) at a budget of \$1000.00/per computer.			
3	G1.B1.S1.A3	Continuous technology upgrades to support student access to technology and student learning.				\$26,264.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	644-Computer Hardware Non-Capitalized	8004 - New Beginnings High School	Title, I Part A		\$26,264.00
			Notes: Mobile Classroom: iPad Cart (2) 2,132.00 x 2 = \$4,164.00 iPad minis (550.00 ea. x40 = \$22,000.00			
4	G2.B2.S1.A1	As data is posted throughout the year, the instructional leadership team will review the data to determine where more support is needed and to problem solve and intervene where evidence of students making gains in targeted areas of instruction is lacking.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	120-Classroom Teachers	8004 - New Beginnings High School	Title, I Part A		\$3,500.00
			Notes: National Charter School Conference Conference Reg. \$500/per * 2= \$1000.00 Hotel \$200/night * 3/nights * 2= \$1200.00 Airfare \$400 * 2= \$800 Pier Diem \$62.50/day *4/days * 2= \$500.00			
5	G2.B2.S1.A2	International Literacy Association provides evidence-based strategies on a wide range of topics and relevant themes for grades K-12 that teachers can learn and put to use immediately to drive instruction.				\$2,720.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

Polk - 8004 - New Beginnings High School - 2017-18 SIP
New Beginnings High School

	6300	120-Classroom Teachers	8004 - New Beginnings High School	Title, I Part A		\$2,720.00
			Notes: Literacy Conference Conference Reg. \$560 * 2= \$1120.00 Hotel \$200/night * 2/night *2= \$800.00 Airfare \$400 * 2= \$800.00			
6	G3.B1.S1.A1	Using assessment data, teachers will be able to develop lessons to remediate areas of deficiency. Hands-on learning experiences will be used to help students retain information				\$12,816.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	120-Classroom Teachers	8004 - New Beginnings High School	Title, I Part A		\$12,816.00
			Notes: Extended Learning			
7	G3.B1.S1.A2	The Dir. of Academic Affairs will monitor lesson plans, data charts, data notebooks and student led conferences with data/goals binders for student progress in all core academic related activities.				\$0.00
8	G4.B1.S1.A1	Prepare marketing plan, secure incentive items (donations), develop interactive schedule and prepare support material				\$1,261.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	8004 - New Beginnings High School	Title, I Part A		\$1,261.00
			Notes: 1% Budget of Parent Engagement Funds			
9	G5.B1.S1.A1	I Ready Diagnostic assesses student performance across domains in reading and mathematics for grades K–12, providing a valid and reliable measure of student growth from year to year.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	520-Textbooks	8004 - New Beginnings High School	Title, I Part A		\$20,000.00
10	G5.B1.S1.A2	Create and teach lessons that focus on ways to use technology to differentiate, engage and enhance the learning of our students. Identify the need of student success, while moving beyond a metric governed by test scores, authentic assessment puts the emphasis on student understanding.				\$4,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	110-Administrators	8004 - New Beginnings High School	Title, I Part A		\$4,600.00
			Notes: ASCD Conference Conference Reg. \$600/per * 4= \$2400.00 Airfare \$350/per * 4=\$1400.00 Hotel \$200/night * 2 nights * 2= \$800.00			
Total:						\$114,661.00