

Polk County Public Schools

# New Beginnings High School



2018-19 Schoolwide Improvement Plan

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## 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	74%

### School Grades History

Year	2015-16	2014-15	2012-13	2011-12
Grade	I	I*		

### School Board Approval

This plan is pending approval by the Polk County School Board.

### SIP Authority

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>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

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

### School Leadership Team

#### 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
McGriff, Darrence	Other

#### Duties

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

New Beginnings High School Leadership Team, strategically integrated in order to support the instruction through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. The leadership team works collaboratively with teachers, parents and stake holders to make informative and important academic decisions.

Terri Nelson, Principal: Promotes a common vision for the use of data-based decision-making; assures the school-based team implements intervention support and maintains documentation; assures instructional staff receives professional development to support intervention implementation; and communicates with parents and stakeholders the school-based intervention plans and activities. The principal initiates and supports continuous improvement processes and a multi-tiered system of support focused on students' opportunities for success and well being.

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.

Maria Alou, Chief of Academic Affairs: Assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring. Acts as a liaison between teachers, MTSS Team and administrators.

Alicia McLachlan, Director of ESE / ESOL: Oversees the Multi-Tiered System of Supports (MTSS) in order to assist teachers in identifying struggling students and to assist them in creating and implementing effective interventions in the classroom. In collaboration with administration, is key to organizing and developing the IEP Team and serves as the LEA in IEP Meetings. The function and responsibility of the IEP Leadership Team is to develop an individualized education plan for each student based on formal and informal instructional, social, and vocational data.

Dionne Formey, School Social Worker: Provides quality services and expertise on student issues to include assessments and interventions with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Luzenedia Vega, 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.

## Early Warning Systems

### Year 2017-18

**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	10	31	59	159	236	212	189	896	
One or more suspensions	0	0	0	0	0	0	0	4	2	1	3	2	0	12	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	3	12	24	74	106	98	86	403	
Over-Aged	0	0	0	0	0	0	0	7	16	43	61	44	21	192	

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	3	13	59	73	95	96	92	431	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	10	31	61	154	179	182	126	743
Retained Students: Previous Year(s)	0	0	0	0	0	0	5	24	53	118	199	156	132	687

Date this data was collected

Wednesday 7/25/2018

#### Year 2016-17 - As Reported

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	

#### Year 2016-17 - Updated

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	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

#### Which data component performed the lowest? Is this a trend?

Despite a 10% increase in the number students who scored proficient in the 8th grade FSA ELA, our 9th and 10th graders showed a 2% and 14% decrease, respectively. This data is consistent with our I Ready diagnostic assessments which indicate that only 11% of our 9th graders and 6% of our 10th graders are reading on level. As our population is continuously shifting, we are challenged with keeping all students progressing evenly through the standards. We will continue to cross reference data in relation to the various strategies we utilize and help address deficiencies in student performance.

#### Which data component showed the greatest decline from prior year?

Attendance. This early warning indicator of is one of the primary reasons our students have been sent to NBHS. NBHS offers rolling enrollment with opportunities for new students to enroll twice a week, every week, throughout the school year. Traditionally we see a large influx of students in October and February who have already exceeded the number of absences allotted to them by their previous school. This year we saw a 16% increase in the number of students who maintained less than 90% attendance. We will continue to monitor and share student data with counselors and administrators so that they can meet with students and parents and when necessary, the social worker will be included in this process.

#### Which data component had the biggest gap when compared to the state average?

The Four (4) Year Graduation Rate are areas of identified concern due to the academic profile of the population we serve. Our barriers in this area include:

- 87% of our students were at least one (1) year behind their cohort when they enrolled
- 20% of our students are 20 years of age and older
- As evidenced by student historical state assessment scores and the IReady Diagnostics administered throughout the year, most of our students are below proficiency level in math, science, ELA/reading and writing.
- Excessive Absenteeism

We continue to implement strategies and interventions to help our students address and overcome these barriers.

**Which data component showed the most improvement? Is this a trend?**

Areas of improvement include: Algebra 1 EOC: 9% increase for 9th grade and 12% increase for 10th grade. We've also noticed a positive trend in the number of students meeting state testing graduation requirements through alternate assessments: SAT, ACT and PERT.

**Describe the actions or changes that led to the improvement in this area.**

Use of I Ready, USA-Test Prep and Saturday Test Taking Boot Camps and Summer Extended Learning which provide students a more concise and personalized coverage of testing concepts. Feedback on achievement and was provided, allowing learners to monitor and adjust their performance and build self confidence. On campus ACT Test day also helped by removing barriers for students not participating in Saturday testing.

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	46%	56%	0%	44%	52%
ELA Learning Gains	0%	47%	53%	0%	45%	46%
ELA Lowest 25th Percentile	0%	39%	44%	0%	37%	38%
Math Achievement	0%	44%	51%	0%	32%	43%
Math Learning Gains	0%	42%	48%	0%	31%	39%
Math Lowest 25th Percentile	0%	38%	45%	0%	35%	38%
Science Achievement	0%	65%	67%	0%	54%	65%
Social Studies Achievement	0%	63%	71%	0%	64%	69%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	10 (5)	31 (19)	59 (62)	159 (125)	236 (132)	212 (135)	189 (108)	896 (586)
One or more suspensions	0 (0)	4 (1)	2 (0)	1 (0)	3 (0)	2 (0)	0 (0)	12 (1)
Course failure in ELA or Math	0 (1)	0 (7)	0 (10)	0 (38)	0 (37)	0 (35)	0 (11)	0 (139)
Level 1 on statewide assessment	3 (0)	12 (8)	24 (40)	74 (64)	106 (119)	98 (118)	86 (65)	403 (414)
Over-Aged	0 (0)	7 (0)	16 (0)	43 (0)	61 (0)	44 (0)	21 (0)	192 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	41%	-41%	52%	-52%
	2017	0%	45%	-45%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	42%	-42%	51%	-51%
	2017	0%	45%	-45%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	10%	49%	-39%	58%	-48%
	2017	0%	46%	-46%	55%	-55%
Same Grade Comparison		10%				
Cohort Comparison		10%				
09	2018	3%	43%	-40%	53%	-50%
	2017	0%	43%	-43%	52%	-52%
Same Grade Comparison		3%				
Cohort Comparison		3%				
10	2018	10%	42%	-32%	53%	-43%
	2017	19%	40%	-21%	50%	-31%
Same Grade Comparison		-9%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison						
07	2018					
	2017	0%	40%	-40%	53%	-53%
Cohort Comparison		0%				
08	2018					
	2017	4%	36%	-32%	46%	-42%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	42%	-42%	50%	-50%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	11%	59%	-48%	65%	-54%
2017	11%	51%	-40%	63%	-52%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	84%	-84%	71%	-71%
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	14%	57%	-43%	68%	-54%
2017	17%	56%	-39%	67%	-50%
Compare		-3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	14%	60%	-46%	62%	-48%
2017	4%	43%	-39%	60%	-56%
Compare		10%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	9%	41%	-32%	56%	-47%
2017	10%	34%	-24%	53%	-43%
Compare		-1%			

### Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

### Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

#### Areas of Focus:

##### Activity #1

**Title** Professional Practices

**Rationale** Cultural competence is a key factor in enabling educators to be effective with students from cultures other than their own. This understanding helps us see our students and their families more clearly, and shape professional practices in ways that will help our students to succeed. Staff will engage in conversations, readings, workshops and activities that promote a deeper understanding of the framework in order to promote classroom instruction that is more inclusive and culturally relevant.

**Intended Outcome**

1. Increase staff and student awareness and understanding of the complexities of race and culture at NBHS.
2. Increased trust amongst the diverse groups at NBHS
3. Build cultural connections between staff, students, families and community.
4. NBHS staff will participate in a cultural competency workshop.
5. Continue to build staff's knowledge of cultural competency, through professional development focused on culturally relevant curriculum and instruction.

**Point Person** Duane Holliday (d.holliday@newbhs.net)

##### Action Step

**Description**

1. Provide professional development offerings focused on cultural competence.
2. NBHS will establish a diversity committee of parents and teachers-to convene at least 6x/this year to engage in reflective conversations about race and culture in Polk County.
3. Communication to parents through NBHS auto-dial messenger system
4. NBHS will participate in a Cultural Proficiency Workshop.
5. New Beginnings High School will successfully hold a community cultural festival.

**Person Responsible** Duane Holliday (d.holliday@newbhs.net)

##### Plan to Monitor Effectiveness

**Description** This is an ongoing professional development opportunity. Success will be determined by student data and changes to instructional practices to promote student success. Activities in the staff development plan for each worksite with documentation of activities provided to each school's staff.

**Person Responsible** Terri Nelson (t.nelson@newbhs.net)

Activity #2	
<b>Title</b>	Critical Thinking Skills
<b>Rationale</b>	To increase students higher order thinking skills that will result in increased student achievement in literacy.
<b>Intended Outcome</b>	Students will use these strategies to evaluate, revise, and expand their thinking and writing and improve their literacy performance. A. Accelerate student growth and proficiency in all math courses B. Accelerate growth amongst all students in reading and writing across all content areas
<b>Point Person</b>	Duane Holliday (d.holliday@newbhs.net)
Action Step	
<b>Description</b>	1. Explain scope and sequence of math and reading curriculums. Develop systems where students demonstrate content understanding verbally and/or written throughout the lesson and especially at the conclusion of the lesson. 2. Teachers engage in instructional activities that incorporate higher order thinking questions as they relate to standards. 3. Teachers receive professional development around instructional shifts, standards, assessment, and instructional methods and teachers will work in PLC's to develop standards-based scales, learning goals and learning targets. 4. Focus Academic Coaching on literacy PD, support, and differentiated instruction
<b>Person Responsible</b>	Duane Holliday (d.holliday@newbhs.net)
Plan to Monitor Effectiveness	
<b>Description</b>	1. To monitor effectiveness, students performing below benchmark will be progress monitored monthly with i-Ready and instruction will be adjusted accordingly based on data points. 2. Higher order questioning and whole group academic discourse will be evident in the classroom with textual evidence. 3. Walkthrough observation data (evidence of teachers teaching to the state standards). 4. Evidence of team growth documented in the Collaborative Planning Agenda meeting notes Facilitator reflections indicating strengths and needs for Professional Development. 5. Pulls grade, growth monitoring and course completion reports for students to determine "turn-around" impact.
<b>Person Responsible</b>	Terri Nelson (t.nelson@newbhs.net)

Activity #3	
<b>Title</b>	Increase Graduation and Promotion Rates Through Improved Attendance
<b>Rationale</b>	The addition of the MTSS/Chief of Academic Affairs and Director of ESE/ESOL and Social Work will allow the leadership team to devote more resources and time to regularly monitor, address and provide interventions for the excessively absent students, students who are not adequately progressing through course content due to chronic absenteeism, as well as targeting seniors who are credit deficient for graduation.
<b>Intended Outcome</b>	By June 2020, through systematically addressing excessive absenteeism, the promotion rates per grade level will increase by 5%, thereby increasing the overall graduation rate at NBHS.
<b>Point Person</b>	Terri Nelson (t.nelson@newbhs.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Cultivate Relationships</li> <li>2. New Beginnings High School will continue to refine its student attendance monitoring process and procedures with an increased focus on student attendance data tracking, analysis and systematic follow-up.</li> <li>3. Attendance notification letters will be mailed home based on absences.</li> <li>4. Student attendance results will be shared with counselors and administrators so that they can help determine the root causes of attendance problems and work with students and parents to set comprehensive attendance goals, learning progression goals and course completion targets. If necessary, the school social worker will be included in this process.</li> <li>5. Home Visits conducted by Administrators, Teachers and Support Staff</li> <li>6. Parent Communication P/T Conferences</li> <li>7. Establish a framework for targeted intervention that enables teachers, school leaders, and instructional support staff to use data to identify students who are at risk and who may need intensive individualized support. This will allow for timely interventions at critical points when students fall off the path to grade promotion or high school graduation.</li> <li>8. MTSS interventions for At-risk students</li> <li>9. Provide extended learning opportunities</li> <li>10. Consistently monitor and collect data on mid-year grade level promotions.</li> <li>11. Continue to utilize the services of an Academic Coach to build capacity by providing professional learning best practices for standards based classrooms, modeling and providing support, progress monitoring and evaluating the teachers' implementation of the professional development.</li> </ol>
<b>Person Responsible</b>	Terri Nelson (t.nelson@newbhs.net)
Plan to Monitor Effectiveness	
<b>Description</b>	The Leadership team will have frequent scheduled data dialogues to track, review and discuss MTSS data as well as attendance, mid year promotions and Graduation At Risk Data. Continued school-wide and departmental meetings focused on refining data analysis and effective progress monitoring. Attendance reports, achievement data, mid year promotion data and increased graduation data will reflect the effectiveness of action items.
<b>Person Responsible</b>	Terri Nelson (t.nelson@newbhs.net)

Activity #4	
<b>Title</b>	Parental Involvement
<b>Rationale</b>	Results of previous year data indicate a low percentage of parent involvement and parents and guardians play an important role in raising student achievement.
<b>Intended Outcome</b>	To increase by a minimum of 10% the current level of parent involvement, NBHS will conduct more informal parent surveys to determine specific needs of our parents and schedule informational meetings with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.
<b>Point Person</b>	Terri Nelson (t.nelson@newbhs.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Plan family engagement outreach events at school and in our community.</li> <li>2. Prepare marketing plan, secure incentive items, develop interactive schedule and prepare support materials.</li> <li>3. NBHS staff will conduct parental involvement activities in which parents learn support strategies for home.</li> <li>4. Make sure all written communications are sent home in native language; i.e: English, Spanish and Creole</li> </ol>
<b>Person Responsible</b>	Terri Nelson (t.nelson@newbhs.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Year-round parent meetings will be scheduled (Artifacts): Sign-In Sheets, Signed Family Compacts (Title 1 documentation) Attendance rate calculations Parent Surveys Parent interactions in student learning
<b>Person Responsible</b>	Terri Nelson (t.nelson@newbhs.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

New Beginnings High School will take the following measures to promote and support parents and families as an important foundation of the school in order to strengthen the school and reach our school goals. We will :

A. Communicate with all families and the community on a regular basis regarding school wide events and activities, through school and classroom newsletters, flyers, school website and Facebook page, Remind (texting), and signage on campus.

- B. Host an annual Title I meeting to allow all parents and families to learn more about Title I.
- C. Share information in English, Spanish and Creole at parent and family events and workshops, at parent-teacher conferences, and on our school website to help parents and families understand the school's academic standards and assessments as well as the ways parents and families can monitor their child's progress and work with educators.
- D. Provide necessary materials for parents and families at conferences, meetings, and school events to help parents and families work with their child to improve achievement.
- E. Conduct staff development on parent and family engagement practices and effective strategies for staff to communicate and build partnerships with parents and families.
- F. Provide information for parents and families on individual student assessment results and the interpretation of those results with report cards and at parent-teacher conferences.
- G. Ensure that information related to school and parent programs, meetings, and other activities is published in both English, Spanish, and Creole posted on the school website and included in the monthly school newsletter for all parents and families.
- H. Collaborate with community leaders and business groups to increase participation and awareness of the school parent and family engagement plan and activities.
- I. Listen and respond to requests for additional support for parent and family engagement activities.

#### **PFEF Link**

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

#### **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 database of student needs.

#### **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.

**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.

At New Beginnings High School Title II funds professional development to increase the academic achievement of students by improving teacher and leadership quality and increasing the number of infield and effective teachers in the classroom and school leadership. Title II supports professional development for content areas, common core, leadership development, and early career teachers. Funds are also used for recruitment and retention activities as well as keep, develop, and sustain teachers through continuity.

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.

**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. Automotive Program
- 6. Engaged Citizenship through Service Learning
- 7. Dual Enrollment

Part V: Budget

Total:	\$0.00
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