School District of Osceola County, FL

New Dimensions High School

2019-20 Schoolwide Improvement Plan

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New Dimensions High School

4900 OLD PLEASNT HILL RD, Kissimmee, FL 34759

https://newdimensionshs.com/

Demographics

Principal: Joseph Mezzina

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (71%) 2017-18: A (69%) 2016-17: A (69%) 2015-16: A (62%) 2014-15: A (72%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	91%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

School Board Approval

N/A

SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

New Dimensions High School Beliefs:

• Every student can be successful.
• Everyone is a life-long learner.
• Every student can exceed expectations.
• Every student is capable of obtaining and applying knowledge.
• Everyone is capable of fulfilling his or her life-long dreams.

New Dimensions High School Mission:

To provide learning opportunities which are participatory, involving hope, curiosity and commitment, so that action becomes a legitimate result of learning.

Provide the school's vision statement.

New Dimensions Vision:

To be an educational leader dedicated to excellence through commitment, collaboration, and community.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Cafiero, Tina	Principal	New Dimensions High School has an administrative structure that is atypical to most public schools. The school has two directors, Dr. Cafiero, Director of Instruction, and Dr.Grimm, Director of Operations. Theresa Barrett is also part of the leadership team,serving in the capacity of a Learning Resource Specialist. Together Dr. Tina Cafiero and Dr. Jackie Grimm founded and have successfully operated New Dimensions High School since 1998. Both administrators are totally hands on school leaders and work in various aspects of the school to ensure that NDHS is one of the most highly regarded school in Central Florida. Dr. Cafiero serves as the Director of Instruction and works with all aspects of curriculum, teacher observation/evaluation, testing, teaching and learning, and providing professional development. In addition she oversees all testing for the school.
Grimm, Jacqueline	Principal	New Dimensions High School has an administrative structure that is atypical to mostpublic schools. The school has two directors, Dr. Cafiero, Director of Instruction, and Dr.Grimm, Director of Operations. Theresa Barrett is also part of the leadership team,serving in the capacity of a Learning Resource Specialist. Together Dr. Tina Cafiero and Dr. Jackie Grimm founded and have successfully operatedNew Dimensions High School since 1998. Both administrators are totally hands on schoolleaders and work in various aspects of the school to ensure that NDHS is one of the mosthighly regarded school in Central Florida. Dr. Grimm is the Director of Operations and ensures that all fiscal, material, and human resources are in place so that the school can operate educationally and is financially sound. She also serves as the liaison for the Dual Enrollment programs and oversees the Title 1 program.
Barrett, Theresa	Other	Theresa Barrett has been added in 2018 to support administrative initiatives. She meets daily with the directors to discuss curriculum, plan professional development, review budget, and the school academic goals. She also has over site of the new teache rmentor program and teacher certification compliance. Theresa also works with the directors to review the school data and oversee the PLC and SIP endeavors.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	120	133	112	102	467
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	11	7	2	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	3	4	1	8
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	23	16	13	12	64
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	2	2	1	6

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

18

Date this data was collected or last updated

Friday 8/23/2019

Prior Year - 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	0	0	0	7	6	8	4	25
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	7	3	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	10	10	17	6	43

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	3	2	0	6

Prior Year - 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	0	0	0	7	6	8	4	25
One or more suspensions	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	1	7	3	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	10	10	17	6	43

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	1	3	2	0	6

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	76%	57%	56%	75%	57%	53%
ELA Learning Gains	62%	48%	51%	59%	47%	49%
ELA Lowest 25th Percentile	57%	43%	42%	56%	41%	41%
Math Achievement	62%	46%	51%	58%	44%	49%
Math Learning Gains	52%	41%	48%	59%	42%	44%
Math Lowest 25th Percentile	56%	46%	45%	52%	38%	39%
Science Achievement	94%	69%	68%	84%	71%	65%
Social Studies Achievement	80%	70%	73%	77%	70%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	120 (0)	133 (0)	112 (0)	102 (0)	467 (0)
Attendance below 90 percent	5 (7)	11 (6)	7 (8)	2 (4)	25 (25)
One or more suspensions	0 (2)	0 (0)	0 (0)	0 (0)	0 (2)
Course failure in ELA or Math	0 (1)	3 (7)	4 (3)	1 (0)	8 (11)
Level 1 on statewide assessment	23 (10)	16 (10)	13 (17)	12 (6)	64 (43)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	75%	47%	28%	55%	20%
	2018	82%	47%	35%	53%	29%
Same Grade Comparison		-7%				
Cohort Comparison						
10	2019	73%	47%	26%	53%	20%
	2018	73%	49%	24%	53%	20%
Same Grade Comparison		0%				
Cohort Comparison		-9%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

			BIOLOGY EOC		
Year	School	District	School Minus District	State	School Minus State
2019	89%	62%	27%	67%	22%
2018	86%	68%	18%	65%	21%
Compare	3%				

			CIVICS EOC		
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

			HISTORY EOC		
Year	School	District	School Minus District	State	School Minus State
2019	76%	62%	14%	70%	6%
2018	80%	61%	19%	68%	12%
Compare	-4%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	49%	0%	61%	-12%
2018	55%	52%	3%	62%	-7%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	44%	21%	57%	8%
2018	52%	39%	13%	56%	-4%
Compare		13%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
ELL	57	59	46	38	60			79		100	70
ASN	93	73									
BLK	67	54	44	69	52		95	74		93	46
HSP	74	63	64	57	52	52	91	79		100	66
WHT	88	71		63	47			82		100	80
FRL	72	61	56	58	52	63	93	77		99	67
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
SWD	42	70									
ELL	53	85		33			73			100	94
ASN	100										
BLK	80	78	71	47	38		86	83		94	87
HSP	77	68	67	45	47	42	78	80		98	90
WHT	81	60		50	9			91		100	88
FRL	80	75	69	46	39	41	81	76		98	91
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
SWD				46	58						
ELL	50	61	60	35	55		82			100	82
BLK	76	56	67	48	48	47	80	80		92	65
HSP	72	57	48	58	60	52	83	71		100	73
WHT	85	70		73	65		95			94	73
FRL	70	59	59	55	58	51	82	84		99	68

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	742
Total Components for the Federal Index	11
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	66
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components that showed the lowest performance are Lowest Quartile ELA students and overall school wide Math Achievement, with special focus on ELL

In the 2018-19 school year we conducted pull out ELL support sessions from content area classes for language support with the ELL paraprofessional. The ELL students then lost critical time with the content area teacher.

Due to difficulty with finding an effective Alg 1 teacher, all Algebra 1 instruction was conducted

through FLVS learning lab. This appeared to be difficult for our youngest students already struggling with math and those challenged with language acquisition.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELL Math Achievement and our ELA Lowest Quartile were the two areas showing the greatest decline from the prior year.

As stated above, in the 2018-19 school year we conducted pull out ELL support sessions from content area classes for language support with the ELL paraprofessional. The ELL students then lost critical time with the content area teacher.

Due to difficulty with finding an effective Alg 1 teacher, all Algebra 1 instruction was conducted through FLVS learning lab. This appeared to be difficult for our youngest students already struggling with math and those challenged with language acquisition.

Another component that showed decline was the College and Career Readiness Acceleration. We dropped nearly 20 points in this category. One of the reasons for the drop was that we decreased the number of AP classes offered on campus due to scheduling conflicts. Less students were therefore enrolled in classes that would potentially earn them this point.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Each of the data components shown indicate that NDHS exceeded the state and district averages in all tested areas.

Which data component showed the most improvement? What new actions did your school take in this area?

Our overall math achievement level rose from 47% to 62%. Learning gains rose from 38% to 52%, with an increase in the bottom quartile making gains of 41% to %6%. Changing staff and making some alterations to the math department had an impact. Even though overall gains were made in School-wide Math, we still saw some decreases in Algebra 1, a drop from 55% to 49%. Geometry however rose from 52% school-wide to 65% achievement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

NDHS saw an increase in the EWS of students scoring a level 1 on state assessments. In 2018 we had 43 students scoring level one, where as there was 64 for 2019.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA Learning gains
2. Overall Math Achievement
3. ELL Math Achievement
4. ELA Lowest Quartile
5. PLCs

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of literacy school wide
Rationale	During an analysis of the data for the 2019 state FSA ELA Assessment, it was determined that grade 9 ELA achievement results dropped from 82% to 75% in 2019, and grade 10 stagnated at 73% for both years. Learning gains in ELA for our general population dropped approximately 9% points and the ELL ELA learning gains dropped from 85% to 59%. Our African American subgroup also dropped significantly in learning gains, from 78 to 54% only making gains.
State the measurable outcome the school plans to achieve	75% of all NDHS students will demonstrate reading learning gains. In addition, all lowest quartile subgroups will show an increase in learning gains by 15% points.
Person responsible for monitoring outcome	Theresa Barrett (theresa.barrett@osceolaschools.net)
Evidence-based Strategy	Infusing a reading across the content area program in all classrooms. Reading interventionist will do a pull-out program to work specifically on fluency and vocabulary.
Rationale for Evidence-based Strategy	When all teachers take accountability to support reading in all content areas, the reading support should increase the comprehension and fluency for all students, increasing the school wide reading achievement.

Action Step	
Description	1. All teachers will participate in professional development to introduce and train them in the strategies for the new LEAD program (literacy Engagement and Analysis of Data. 2. Mrs. Straw, Reading Interventionist will develop a schedule for pulling students out of class for reading support. 3. Mrs. Bird, ESOL Paraprofessional will be scheduled into a push in rotation for working directly with teachers in their classrooms to support our ELL students. 4. Staff will be provided Professional Development to analyze student and school-wide data to determine patterns, trends, and individual student needs. 5. PLC's will focus on and analyze the reading date generated from the LEAD program.
Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)

#2	
Title	Strengthen collaborative process to ensure that the learning needs of all students are met.
Rationale	Professional learning communities have been in place for several years at NDHS but have operated informally and without school-wide consistent implementation, nor commitment to the collaborative process. It is our desire to strengthen this process and make it more data driven and problem solving

State the measurable outcome the school plans to achieve	Strong Professional Learning Communities that are data driven to support the academic learning goals of the school and with increased fidelity. Student achievement will increase in all state tested areas
Person responsible for monitoring outcome	Theresa Barrett (theresa.barrett@osceolaschools.net)
Evidence-based Strategy	Administration, PLC Lead and PLC Guided Coalition with meet to discuss all accountability area collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC team. PLC Seven Stage rubric will be used to measure pre, mid, and end of year progress of PLC teams
Rationale for Evidence-based Strategy	PLC members will analyze data of formative NDHS and state assessments.Trends, patterns and interventions will be recorded by the PLC members intheir minutes and action plans. These plans and submitted minutes will be submitted to Mrs. Barrett, who will assess the information and develop agenda discussion points for Leadership Team or Stocktake process.

Action Step	
Description	1. Develop a PLC Guided Coalition 2. Develop a ESE/ELL PCL Team 3. Administration will make observations in classrooms and of PLC meetings. 4. Leadership Team (Stocktake) meetings will be held to discuss areas that needto be addressed.
Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)

#3	
Title	Ensure high levels of math achievement
Rationale	Even though there were increases overall in school wide math achievement, Algebra 1 student achievement dropped from 55% to 49% in 2019. We need to strengthen the Algebra achievement for all students and continue increasing the achievement level in Geometry as well..
State the measurable outcome the school plans to achieve	All students will demonstrate greater math achievement scores on the FSA. It is our goal that 65% of all students will meet proficiency on the FSA math assessments. Algebra 1 students will increase from 49% to 65%. All subgroups will also show an increase in math learning gains by 5% points.
Person responsible for monitoring outcome	Tina Cafiero (christina.cafiero@osceolaschools.net)
Evidence-based Strategy	Students struggling with math and who scored level 1 and 2 on the grade 8 FSA Math assessment will be placed into Algebra 1 A/B for the full year.
Rationale for Evidence-based Strategy	With NDHS being on a 4x4 90 minute block schedule, sometimes completing Alg 1 in a semester setting with solid comprehension leading to proficiency on the state EOC is very difficult for students challenge in math. Therefore the the Alg 1 A/B for the full year provides a slower pace and with extra support through out the year.
Action Step	
Description	1. Analysis of math state assessment data for each incoming 9th grader or new transfer student to make sure they are placed into the appropriate math class. 2. Use of Math Nation for support and enrichment 3. ESOL Paraprofessional will support ELL students in classrooms with teachers through daily push in sessions. 4. Teachers will implement the NDHS LEAD literacy program to support reading across the content 5. Common math assessments will be used department wide.
Person Responsible	Tina Cafiero (christina.cafiero@osceolaschools.net)

#4	
Title	Ensure a strong NDHS school-wide post secondary culture
Rationale	The NDHS High School Acceleration Rate fell from 88% in 2018 to 68% in 2019.

State the measurable outcome the school plans to achieve	It is the goal of NDHS to raise it's High School Acceleration Rate from 68 in 2018-19 to 90% in the 2019-20 school year.
Person responsible for monitoring outcome	Tina Cafiero (christina.cafiero@osceolaschools.net)
Evidence-based Strategy	NDHS will add an additional Industry Certification Program to the curriculum/master schedule for the 2019-20 achool year. This will give a wider opportunity for more students to take additional courses leading to industry certification. NDHS will continue to promote the opportunity for students to take DE and AP courses leading to meeting college/career acceleration.
Rationale for Evidence-based Strategy	Students earning industry certification increase their employability skills and make them a more desirable candidate to both potential employers and post-secondary educational institutions. Also, the more students earning the industry certification points and either the dual enrollment or Advanced Placement requirements, there will be a higher score on the state assigned grade for the school.

Action Step	
Description	1. Use Title 4 funds to open a FLVS learning lab allowing students to take AP courses not offered on the NDHS campus. 2. Add the Microsoft Office Specialist industry certification program to the master schedule. 3. Use Title 4 funds to infuse Social Emotional professional development for staff enabling them to reach needs of all students 4. Continue with the Senior Success Program which helps students apply to colleges and research scholarships. 5. Provide parent presentations for college and scholarship information 6. The Post Secondary Readiness PLC will host a College and Career Night for Parents and Students
Person Responsible	Jacqueline Grimm (jacqueline.grimm@osceolaschools.net)

#5	
Title	Ensure a school culture fostering social-emotional support for all students
Rationale	There is a growing concern for the number of young people suffering from social emotional issues that are impacting their lives and their education.

State the measurable outcome the school plans to achieve	Decrease annually the number of incidents of students being reported as threats to self or others at the school.
Person responsible for monitoring outcome	Jacqueline Grimm (jacqueline.grimm@osceolaschools.net)
Evidence-based Strategy	NDHS will participate in a national program, Mawi Learning's Powerful Educator Training in which they will gain a working knowledge of core Social Emotional Learning (SEL) concepts, acquire SEL tools to support school specific challenges Understand the research supporting SEL, recognize the practical impact of SEL, identify school level challenges and areas for growth.
Rationale for Evidence-based Strategy	This program is developed to equip educators with essential SEL (Social Emotional Learning) competencies that build a positive school culture, drive academic success, and support student well- being. To implement an SEL programs at NDHS that supports existing curricula by teaching the skills that allow students to achieve improved academic and social outcomes.

Action Step	
Description	1. Staff will take the Kognito Training offered by the state to aid educators in the identification of students who may be struggling with social-emotional issues 2. Staff will take the 30 hour Mawi Powerful Educators course 3. Use the LEAD program to infuse literary pieces in each content area that is of high interest and pertains to student interests and needs
Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

NDHS strives to involve all parents in the planning, review, and improvement of Title 1 programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and an automated calling, texting, and email messaging system. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), 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.

The school district has added 13 district social workers and 2 Psychologists to support the social-emotional needs of students.

The school is ensuring that all staff is trained in a 30 hour social-emotional learning professional development program called "Powerful Eductors" through Mawi Learning. Funds are being used from Title IV. In addition, all staff will take in August of 2019 the Florida Kognito Training with Teacher Learning Objectives that will: Recognize warning signs that a student may be suffering from psychological stress, including anxiety, depression, substance abuse and suicidal ideation, Initiate a conversation with a student to build resiliency and help the student identify sources of support, to be able to connect the student to appropriate support services, and to learn motivational interviewing techniques and how to avoid common pitfalls, such as attempting to diagnose the problem or giving unwarranted advice.

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

NDHS has a 9th grade elective entitled Career Research and Decision Making blocked with Voluntary Public Service. Ninth graders are encouraged to take this course to help begin the process of delving into career areas they are interested in, as well as exposing them to volunteerism in their community.

Tenth and 11th graders are recommended to take the purpose of this course is to teach leadership skills, include instruction on developing leadership skills, interpersonal skills, organization skills, and research skills; creating a resume; developing and practicing the skills necessary for employment interviews; conflict resolution, workplace ethics, and workplace law; managing stress and expectations; and developing skills that enable students to become more resilient and self-motivated.

NDHS has a mandatory course for all seniors called Senior Success Initiative. The course culminates in a rigorous, in-depth Senior Research Project. The students spend their time in the course researching a career of their choice, job shadowing, exploring colleges or post secondary training to support their goals, applying to post secondary schools, researching scholarships, applying for scholarships, and being exposed to professionals from the community to form networking opportunities. The program coordinator also ensures that students are prepared for and take college entrance exams. The course culminates with an oral presentation to a panel of community leaders where the students presents their research project orally and through a comprehensive portfolio.

In addition, the NDHS Mentor Program, where students are matched with a local adult mentor to guide them through their high school years and to keep them focused on preparing for the next level. The Mentor Program assists in helping students with academic and personal issues. Career and college

readiness is a focus of this program as well. Over 45 mentors from the local community signed on and met with their assigned student weekly.

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.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

The school offers students elective courses in the performing arts, business, technology, and career study. Many of these courses focus on job skills and offer students internships. In addition, it is recommended that all 9th - 11th grade students take our Leadership Skills Development courses so that they have opportunity to explore their interests and strengths and find careers and organizations in the community that match. We also have our mandatory Senior Success Initiative to guide seniors through the senior project, a semester long career and college research project, in which they will delve into a career interest and research it comprehensively. Part of this program is that students do an internship/job shadow with someone in their chosen career field. They will then present an oral presentation to a panel of local business leaders.

In the spring of each year, students and parents participate in a course selection process that exposes them to next year's curriculum to inform their course selection. This process is explained at Title 1 and SAC meetings annually so that parents are aware of the process. Parents are invited to participate in the process and final course selection is sent home for parent's signature.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of literacy school wide				$63,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	100-Salaries	0853 - New Dimensions High School	Title, I Part A		$38,076.00
			Notes: Salaries for Title I Paraprofessional			
	5100	100-Salaries	0853 - New Dimensions High School	Title, I Part A		$25,319.00
			Notes: Remediation Lab Facilatator			
2	III.A.	Areas of Focus: Strengthen collaborative process to ensure that the learning needs of all students are met.				$0.00
3	III.A.	Areas of Focus: Ensure high levels of math achievement				$29,370.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0853 - New Dimensions High School	Title, I Part A		$29,370.00
4	III.A.	Areas of Focus: Ensure a strong NDHS school-wide post secondary culture				$8,771.94
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	393000-APPLICATION SOFTWARE (LICENSES)	0853 - New Dimensions High School	Title IV		$4,326.00
			Notes: Use the Title IV funds to increase the number of students taking higher level AP courses that the school doesn't offer in a learning lab through Florida Virtual. We purchased FLVS units for the initiative			
	5100	100-Salaries	0853 - New Dimensions High School	Title IV		$4,445.94

		Notes: Lab facilitator salary				
5	**III.A.**	**Areas of Focus: Ensure a school culture fostering social-emotional support for all students**				**$7,830.85**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3376	131304-CONSULTING	0853 - New Dimensions High School	Title, I Part A		$7,830.85
			Notes: This expenditure is for the Social Emotional Learning training support for staff, including the consultants fee, program participation fee, and associated material for the Mawi Learning SEL Program			
					Total:	**$109,367.79**