New Beginnings High School

2019-20 Schoolwide Improvement Plan

Table of Contents

New Beginnings High School

3425 LAKE ALFRED RD, Winter Haven, FL 33881

www.newbhs.net

Demographics

Principal: Sharanta Harrington

Start Date for this Principal: 8/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: I (%) 2014-15: I (%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 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.

Table of Contents

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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 6-12	No	%

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

School Grades History

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

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SIP Authority

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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. 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	Job Duties and Responsibilities
Nelson, Terri	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 regarding the school based intervention plans and activities. The principal initiates and supports continuous improvement processes and a multi-tiered system focused on students' opportunities for academic success and well being.
Smith, Leslie	School Counselor	Promotes academic student success, provides preventative services and responds to identified student needs by implementing a comprehensive plan that addresses progress for all students. 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 of 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 create individualized, prescriptive academic plans. The guidance counselor also works with the entire staff implementation of drop out prevention strategies.
McGriff, Darrence	Other	Academic Success Coach Director
Pena, Grisselle	Assistant Principal	Ensures the school based team is implementing MTSS through the combination of meaningful collaborative teamwork, clear measurable implementation goals of intervention support through documentation, performance of staff, analyzing of student achievement data and identifying areas for improvement and actions for change to be initiated. The DAA's responsibilities include consistent communication with parents about school based RtI/MTSS activities; ensures and participates in all professional development to support MTSS 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.
Vega, Luzeneida	Assistant Principal	Ensures the school based team is implementing MTSS through the combination of meaningful collaborative teamwork, clear measurable implementation goals of intervention support through documentation, performance of staff, analyzing of student achievement data and identifying areas for improvement and actions for change to be initiated. The DAA's responsibilities include consistent communication with parents about school based RtI/MTSS activities; ensures and participates in all professional development to support MTSS 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

Name	Title	Job Duties and Responsibilities
		learning focused environment where teachers are given the necessary tools to deliver the highest quality of instruction daily.
Paludo, Willie	School Counselor	Promotes academic student success, provides preventative services and responds to identified student needs by implementing a comprehensive plan that addresses progress for all students. 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 of 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 create individualized, prescriptive academic plans. The guidance counselor also works with the entire staff implementation of drop out prevention strategies.
Clay, Laurisa	Other	Oversees all student support services to include counseling, 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 Director of Customer Service also serves 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.
McLachlan, Alicia	Other	Director of ESE/ESOL: In collaboration with administration, the 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. 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.
Tucker , Theron	Attendance/ Social Work	Provides quality services and expertise on student issues. Assess student's needs, situations, strengths, and support networks to determine and provide support. Link student-serving and community agencies to the school and families to support student's academic, emotional, behavioral, and social success. Provide support to school based staff by physically visiting the homes of NBHS students who have not been attending school and are truant.

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	7	17	41	143	221	128	90	647
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	1	5	4	0	13
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	1	2	6	32	41	24	14	120
Level 1 on statewide assessment	0	0	0	0	0	0	6	15	30	99	153	81	38	422

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	1	2	5	27	34	21	7	97

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)
17

Date this data was collected or last updated
Saturday 8/17/2019

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	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 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	3	13	59	73	95	96	92	431

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	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 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	3	13	59	73	95	96	92	431

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	0%	47%	56%	0%	44%	53%
ELA Learning Gains	0%	46%	51%	0%	41%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	33%	41%
Math Achievement	0%	43%	51%	0%	37%	49%
Math Learning Gains	0%	45%	48%	0%	33%	44%
Math Lowest 25th Percentile	0%	44%	45%	0%	32%	39%
Science Achievement	0%	58%	68%	0%	56%	65%
Social Studies Achievement	0%	61%	73%	0%	60%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	7 (0)	17 (0)	41 (0)	143 (0)	221 (0)	128 (0)	90 (0)	647 (0)
Attendance below 90 percent	0 (10)	0 (31)	3 (59)	1 (159)	5 (236)	4 (212)	0 (189)	13 (896)
One or more suspensions	0 (0)	0 (4)	0 (2)	0 (1)	0 (3)	0 (2)	0 (0)	0 (12)
Course failure in ELA or Math	1 (0)	2 (0)	6 (0)	32 (0)	41 (0)	24 (0)	14 (0)	120 (0)
Level 1 on statewide assessment	6 (3)	15 (12)	30 (24)	99 (74)	153 (106)	81 (98)	38 (86)	422 (403)

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
06	2019	0%	48%	-48%	54%	-54%
	2018	0%	41%	-41%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	42%	-42%	52%	-52%
	2018	0%	42%	-42%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	48%	-48%	56%	-56%
	2018	10%	49%	-39%	58%	-48%
Same Grade Comparison		-10%				
Cohort Comparison		0%				
09	2019	8%	45%	-37%	55%	-47%
	2018	3%	43%	-40%	53%	-50%
Same Grade Comparison		5%				
Cohort Comparison		-2%				
10	2019	0%	42%	-42%	53%	-53%
	2018	10%	42%	-32%	53%	-43%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	47%	-47%	55%	-55%
	2018					
Cohort Comparison						
07	2019	0%	39%	-39%	54%	-54%
	2018					
Cohort Comparison		0%				
08	2019	0%	35%	-35%	46%	-46%
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	0%	41%	-41%	48%	-48%
	2018	0%	42%	-42%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	54%	-50%	67%	-63%
2018	11%	59%	-48%	65%	-54%
Compare		-7%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	70%	-70%	71%	-71%
2018	0%	84%	-84%	71%	-71%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	15%	57%	-42%	70%	-55%
2018	14%	57%	-43%	68%	-54%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	6%	50%	-44%	61%	-55%
2018	14%	60%	-46%	62%	-48%
Compare		-8%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	4%	53%	-49%	57%	-53%
2018	9%	41%	-32%	56%	-47%
Compare		-5%			

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
SWD		30		3	20		7			12	
ELL				8						7	
BLK		9					6	4		7	
HSP	4	36		7	33			13		9	
MUL										13	
WHT				10						15	7
FRL	3	19		7	18		11	18		8	5
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

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)	CS&I
OVERALL Federal Index – All Students	8
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	66
Total Components for the Federal Index	8
Percent Tested	35%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	12
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	8
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	4
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	15
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	13
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	8
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	11
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

FSA ELA 10th grade remains a challenge. Internal assessments indicated that 71% of our 10th graders were reading more than 2 years below grade level. This is a trend.

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

Algebra 1 showed the greatest decline, dropping 15% from the previous year. Although the results our internal assessments predicted a decline, the percentage was much greater than expected. In order to further support students, an increase number of after school and Saturday Boot Camps will be implemented this year.

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.

The Four (4) Year Graduation Rate is an identified area of concern due to the academic profile of the population we serve. More than 85% of our students are at least 1 year behind their cohort and 75% of our students are considered overaged for their grade level. This is a trend.

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

Ninth (9) grade FSA, 5% increase in Level 3+ over the 2017-18 school year. An increased use of data and progress monitoring to drive instruction helped improvements in this area.

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

Sixty-five percent of our students are Level 1 in state assessment. These numbers are corroborated by internal assessment which indicates that 75% of students are more than 2 levels below grade level in reading and 87% of our students are at least 2 grade levels behind in mathematics. The challenge is providing intensive remedial instruction that is sufficiently targeted and impactful, to close the gap.

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

1. Attendance
2. Professional Development
3. Implementation of MTSS level 3 program

4. Increase Grade Level Promotion & Improve Graduation Rate
5. Increase Parental Involvement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Graduation and Promotion Rates Through Improved Attendance
Rationale	The commitment to regularly monitor, address and provide interventions for 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.

State the measurable outcome the school plans to achieve	By systematically addressing excessive absenteeism, the promotion rates per grade level will increase by 5%, thereby increasing the overall graduation rate by June 2020.
Person responsible for monitoring outcome	Terri Nelson (t.nelson@newbhs.net)
Evidence-based Strategy	Increase attendance with the use of PBIS strategies. Attendance is the precursor to engagement, learning, academic success, and graduation. Students desire individualized attention, feedback on performance, and clear instructions, all of which can lead to greater engagement and lower rates of absenteeism.
Rationale for Evidence-based Strategy	Using a tiered system of support for both behavior and attendance creates more efficient and effective systems. The MTSS process integrated into a 3-tier system that addresses students at risk for poor attendance, students with poor attendance and rising absence rate, and students who are chronically and habitually absent.

Action Step

Description	1. New Beginnings will continue to fine-tune its student attendance monitoring process and procedures with an increased focus on student attendance data tracking, analysis and systematic follow-up. 2. Cultivate relationships (students, parents, staff, stakeholders). 3. Regular home visits conducted by School Social Workers, Administrators, Teachers and Support Staff. 4. Data collected from student attendance will be reviewed by administrators, social workers, wellness counselors, and other support staff to aid in the determination of the root causes of attendance problems. 5. Work with students and parents to set comprehensive attendance goals, academic progression goals and course completion targets. 6. Parent communication via phone calls and parent conference. 7. Establish a framework for targeted interventions that enables teachers, school leaders, and instructional support staff to use data to identify students who need intensive individualized support allowing for timely interventions at critical stages when students fall off the path to grade promotion and/or high school graduation. 8. MTSS interventions for all at risk students. 9. Ongoing monitoring and data collection regarding course completions and mid-year grade level promotions. 10. Continuous use of an Academic Coach/PBIS Coach to build capacity through providing professional development, best practices for standards based classrooms, progress monitoring, and teacher evaluation.
Person Responsible	Terri Nelson (t.nelson@newbhs.net)

#2	
Title	Professional Practices
Rationale	The implementation of and professional development targeted towards PBIS is intended to help school staff improve safety and civility across all school settings. By doing so, school staff lays a foundation to engage students and enhance learning, resulting in students being taught the skills and behaviors necessary for them to be transformed academically and socially into productive, independent members of society.
State the measurable outcome the school plans to achieve	With the addition of a formal PBIS program, there will be a 20% decrease in classroom disruptions, thus increasing instructional time and student in class performance.
Person responsible for monitoring outcome	Terri Nelson (t.nelson@newbhs.net)
Evidence-based Strategy	Multi Tiered System of Support (MTSS) & Behavior Support (PBIS). Behavior intervention that enhances academic and behavioral outcomes.
Rationale for Evidence-based Strategy	Positive classroom management and interventions comprehensive resource for planning and implementing validated, tiered strategies to increase motivation and improve behavior. Based on a PBIS behavior model, the professional practices training will teach staff how to use data in decision making, how to apply targeted, evidence-based interventions, and how to evaluate the results.

Action Step	
Description	1. Using data. Objective information about behavior is more reliable than labels, conclusions, or stereotypes. 2. Increase staff and student awareness and understanding of the relationship between positive behavior and overall academic success. 3. Structuring for success. All school settings should be organized to promote successful behavior from students. 4. Collaboration. Helping students behave responsibly is the shared responsibility of all school staff. 5. Working with a PBIS trainer/coach on planning and implementation of school wide program. 6. Training the school staff to use practical self-reflection to address irresponsible student behavior and what they can do to help students. 7. Monthly mandatory school-wide PBIS professional development meetings.
Person Responsible	Terri Nelson (t.nelson@newbhs.net)

#3	
Title	Implementation of MTSS Level 3 Program
Rationale	As a result of 75% of NBHS students being more than 2 grade levels behind in reading and 87% being more than 2 grade levels behind in mathematics, a school wide academic intervention program is vital. NBHS will implement a MTSS level 3 program which consists of intensive remediation and explicit instruction. Explicit instruction is characterized by a set of design and delivery principles that have been strongly validated by research with general ed, ESE, and ELL students. Explicit instruction provides increased clarity for students, enhances student participation, assists students with the organization and retention of essential knowledge and skills, and improves the achievement and outcomes of all students

State the measurable outcome the school plans to achieve	When comparing beginning of the year internal assessment baseline data to the end of year internal assessement, 5% of our students will have improve multiple grade levels.
Person responsible for monitoring outcome	Terri Nelson (t.nelson@newbhs.net)
Evidence-based Strategy	Explicit instruction is a systematic, direct, engaging, and success-oriented approach to teaching students at all ages and in all content areas. Explicit instruction is characterized by a set of design and delivery principles that have been strongly validated by research with general and special education students.
Rationale for Evidence-based Strategy	Explicit instruction provides increased clarity for students; enhances student participation; assists students with the organization and retention of essential knowledge and skills and improves the achievement and outcomes of all students.

Action Step	
Description	1. Accelerate student growth and proficiency in math, reading and writing with the use of a research based approach to instruction. The use of supplemental curriculum Direct Instruction (DI) Corrective Reading, Writing, Rewards, Connecting Math Concepts, and Algebra Essential programs, thus making them successful across all content areas. 2. Use of MTTS Coach to assist administrators and staff in implementation process. 3. On going staff and teacher DI training/Professional Development to monitor effectiveness of program and provide guidance on necessary instruction adjustments. 4. Use of growth monitoring and course completion reports for students to determine "turn-around" impact. 5. Instruction is modified to accommodate each student's rate of learning, this will benefit and address the needs of all students, including ESE, ELL, low and high performing students. 6. Low performers and disadvantaged learners must be taught at a faster and more strategic rate than typically occurs if they are to catch up to their higher-performing peers. 7. All details of instruction must be controlled to minimize the chance of students' misinterpreting the information being taught and to maximize the reinforcing effect of instruction.

8. ELL Students will be given decoding, fluency and comprehension lessons as appropriate to get them on grade level.

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

#4	
Title	Parental Involvement
Rationale	Parental involvement and engagement improves student achievement and reduces absenteeism.
State the measurable outcome the school plans to achieve	Increase the current level of parental involvement by 10%. 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.
Person responsible for monitoring outcome	Terri Nelson (t.nelson@newbhs.net)
Evidence-based Strategy	Establishment of policies and procedures to promote family engagement.
Rationale for Evidence-based Strategy	Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behavior.

Action Step	
Description	1. 7 planned Parent Nights: Entire family is invited to come out to the school to discuss student progress and have light refreshments. 2. Parent/family Group volunteering: Organizing a school service project that helps contribute something to the school (such as a new coat of paint) or in the community (such as a night serving dinner at a homeless shelter). 3. Parent Education Events: Parents will hear speakers address current issues young people face and learn support strategies to help their students navigate life issues. 4. Ensure that all written communication is sent home in family's native language (i.e. English, Spanish, Creole) 5. Offer conferences at flexible times during the day. 6. Provide assistance to participating families in understanding graduation requirements, how to monitor a child's progress and support educators to improve their student's academic performance, and the achievement levels of the FSA and EOC state assessments.
Person Responsible	Terri Nelson (t.nelson@newbhs.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.

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 aid our ELL 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.

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.

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):

• One on one and group on campus emotional wellness counseling.
• Take 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.

-ESE students are enrolled in a for credit Social and Emotional Skills (#79630700) course to address needs.

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

Administration team 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 participate in a 2 hour orientation process prior to attending classes. Our College and Career Counselors, are available to assist students with scholarship opportunities and college readiness support. Individual advising for students transitioning from middle school to high school and those transitioning from high school to post secondary endeavors and parents is provided for 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 at risk students, our ESE, and ELL population. Title 1 funds also supplement the school's academic program by providing additional technology, instructional programs/ curriculum, 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 opportunities 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 meetings, it will be determined if teachers need 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. NBHS' Director of 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. Accelerated learning for students
2. College and Career Readiness
4. Customer Service Assistant Courses
5. Automotive Program
6. Engaged Citizenship through Service Learning
7. Dual Enrollment

Part V: Budget

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

1	III.A.	Areas of Focus: Increase Graduation and Promotion Rates Through Improved Attendance				$140,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	160-Other Support Personnel	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: Home Visit Costs support staff and associated costs of conducting home visits (Attendance/Social worker salary, mialege, etc)			
	5100	100-Salaries	8004 - New Beginnings High School	Title, I Part A		$70,000.00
			Notes: Salary: Guidance Counselor			
	5100	130-Other Certified Instructional Personnel	8004 - New Beginnings High School	Title, I Part A		$70,000.00
			Notes: Salary: Academic Success Coach Director			
2	III.A.	Areas of Focus: Professional Practices				$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: PBIS Coach for planning, and coordinating the implementation of school wide PBIS program. Provide ongoing staff training following intial CHAMPS training.			
	6300	690-Computer Software	8004 - New Beginnings High School	Title, I Part A		$6,000.00

			Notes: Curriculum and data system to track student data			
	6400	120-Classroom Teachers	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: English Learner Strategies Workshop- training in methods of instructing and supporting ELL students.			
	3376	239-Other	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: ESE Strategies Workshop- training in methods of instructing and supporting students with special needs.			
	6400	140-Substitute Teachers	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: Substitutes to provide coverage for teachers participating in professional development.			
	3376	590-Other Materials and Supplies	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: CHAMPS/PBIS training materials and supplies.			
	5100	700-Other Expenses	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: Industry Certification Exam Fees			
3	**III.A.**	**Areas of Focus: Implementation of MTSS Level 3 Program**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	520-Textbooks	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: Supplemental Curriculum for DI			
	5100	510-Supplies	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: Instructional supplies needed to support supplemental curriculum. ie. paper/ink			
	6300	120-Classroom Teachers	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: National DI Conference: 2 Participants to receive most up-to-date DI training and rigorous instructional delivery.			
	5100	130-Other Certified Instructional Personnel	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: MTSS Coaching, training and support for staff in the implementation of Multi-Tiered Systems of Support.			
	5000	120-Classroom Teachers	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: Saturday Academies, After School academic boot-camps for students and summer extended learning opportunities.			
4	**III.A.**	**Areas of Focus: Parental Involvement**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	510-Supplies	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: Supplies needed for parent nights. 1% Budget of Parent Engagement Funds			

	6150	131300-CONSULTING SERVICES - GENERAL	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: Parent Events/Capacity Building sessions: guest speakers, trainers.			
	6150	210000-POSTAGE	8004 - New Beginnings High School	Title, I Part A		$0.00
			Notes: Postage			
					Total:	**$146,000.00**