School District of Osceola County, FL

New Dimensions High School

2020-21 Schoolwide Improvement Plan

Table of Contents

New Dimensions High School

4900 OLD PLEASNT HILL RD, Kissimmee, FL 34759

https://newdimensionshs.com/

Demographics

Principal: Joseph Mezzina

Start Date for this Principal: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2019-20 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%)
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)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	93%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Barrett, Theresa	Principal	New Dimensions High School has an administrative structure that is atypical to most public schools. The school has two directors, Mrs. Theresa Barrett, Director of Instruction, and Dr.Sylvia Kern, Director of Operations. New Dimensions High School was founded in 1998 and has successfully operated as an A school for over 10 years. 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 schools in Central Florida. Mrs. Barrett serves as the Director of Instruction and works with all aspects of the curriculum, teacher observation/evaluation, testing, teaching and learning, and providing professional development. In addition, she oversees all testing for the school.
Franceschini-Kern, Sylvia	Principal	New Dimensions High School has an administrative structure that is atypical to most public schools. The school has two directors, Mrs. Theresa Barrett, Director of Instruction, and Dr. Sylvia Franceschini-Kern, Director of Operations. New Dimensions High School was founded in 1998 and has successfully operated as an A school for over 10 years. 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 schools in Central Florida. Dr. Sylvia Franceschini-Kern 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 oversees the Title 1 program.

Demographic Information

Principal start date
Wednesday 7/1/2020, Joseph Mezzina

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
21

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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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](#).	

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	118	113	120	113	464
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	7	5	6	25
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	1	1	1	3
Course failure in Math	0	0	0	0	0	0	0	0	0	1	9	6	4	20
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	5	8	9	2	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	8	8	7	7	30

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	3	10	5	2	20

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	1	0	0	1	2

Date this data was collected or last updated

Monday 8/24/2020

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	
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

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	

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	
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

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	

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**	
	(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.

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

	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
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%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	83

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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 a special focus on ELL. In the 2018-2019 school year, we conducted "pull-out" sessions from content area classes for language support with the ELL paraprofessional. An unintended result of the "pull-out" was students losing critical time with the content area teacher.

It was also noted that students in Algebra 1 needed more time to consolidate information as the class is taught over a semester due to the 4x4 schedule that NDHS follows.

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 two areas showing the greatest decline from the previous testing year. As stated above, in the 2018-2019 school year, we conducted "pull-out" sessions from content area classes for language support with the ELL paraprofessional. An unintended result of the "pull-out" was students losing critical time with the content area teacher.

It was also noted that students in Algebra 1 needed more time to consolidate information as the class is taught over a semester due to the 4x4 schedule that NDHS follows.

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

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 the increase in the bottom quartile making gains of 41% to 56%. Changing staff and making some alterations to the scheduling in 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?

NDHS saw an increase in the EWS of students scoring a level 1 on the state assessments. In 2018 we had 43 students scoring level one, whereas 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. ELA Lowest Quartile
4. ELL Math Achievement
5. ELL Learning Gains in ELA

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	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. Progress for English Language Learners in Achieving English Language Proficiency was 36%
Measurable Outcome:	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 (ELL and African American subgroups).
Person responsible for monitoring outcome:	Theresa Barrett (theresa.barrett@osceolaschools.net)
Evidence-based Strategy:	Teachers will incorporate ELL and Literacy strategies in every classroom. All L25 and ELL students will receive specific instruction in fluency, vocabulary and comprehension Our English Language Learner support team works with students and teachers to ensure the individual needs of students are met. Differentiated instructional practices ensure that the language development needs of EL students are met. The goal of the ESOL language instruction in the classroom for EL students is to increase both English language proficiency (ELP) and academic language proficiency in the content-area subject matter. NDHS teachers focus on collaboration and shared accountability for the success of all students.
Rationale for Evidence-based Strategy:	When all teachers take accountability to support reading across the content areas, reading fluency and comprehension should increase for all students, thus increasing school-wide reading achievement. Whenever instruction is intentional, research-based, and integrated, students benefit. In addition, teachers will be able to determine which reading strategies are better suited to each discipline. Utilizing literacy strategies with ELL students is critical to language acquisition. (Urquhart & Freeze, 2012).

Action Steps to Implement

1. Teachers will progress monitor students for learning gains throughout the school year
2. PLC meeting will focus on analyzing data
3. Professional Development in ELL, ESE, and Literacy strategies will be provided throughout the school year for teachers.
4. Academic vocabulary will be explicitly taught in all content areas.
5. Title I paraprofessional works with small groups of students as well as provides individual support to students helping them reach their reading goals. This will continue with the online learning classes in breakout rooms.
6. Professional Development that targets specific instruction for ELL students will be offered through out the year.

Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	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.
Measurable Outcome:	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 show an increase in math learning gains by 5% points.
Person responsible for monitoring outcome:	Emily Bermudez (emily.bermudez@osceolaschools.net)
Evidence-based Strategy:	Students struggling with math skills and who scored level 1 or 2 on the last 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, completing Algebra 1 in a single semester can be challenging for students who need additional time for comprehension that leads to proficiency on the state EOC. Therefore, the Algebra 1 A/B course for the full year provides a slower pace and additional support throughout the year. Research indicates that I would like to suggest that 'consolidation' plays a central role in becoming mathematical, and "practice, brain scientists say, leads to the development of neural pathways so that some actions become automatic." (Watson, 2014)

Action Steps to Implement

Analysis of math state assessment data for each incoming 9 grader or new incoming student to ensure they are placed into the appropriate math class.
Use of Math Nation for support and enrichment
Title 1 paraprofessional will support ELL students in the classroom through daily "push-ins"
Academic vocabulary will be explicitly taught
Progress Monitoring

Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Ensure high levels of literacy school-wide During an analysis of data for the 2019 state FSA ELA assessment, it was determined that grade 9 ELA achievement results dropped from 82% to 75% and 2019, and grade 10 was consistent at 73%. Learning gains in ELA for our general population dropped approximately 9% and the ELL ELA learning gains dropped from 85% to 59%. Our African American sub-group also showed a decrease in learning gains from 78% to 54%.
Measurable Outcome:	75% of all NDHS students will demonstrate reading learning gains. In addition, all lowest quartile (L25) will show an increase in learning gains by 15%.
Person responsible for monitoring outcome:	Theresa Barrett (theresa.barrett@osceolaschools.net)
Evidence-based Strategy:	Infuse literacy engagement and analysis of data in all classrooms. The Literacy Engagement and Analysis of Data (L.E.A.D.) program will ensure a balanced literacy approach to include: Teacher-directed and student-centered learning; Small group, whole group, and individual instruction; Skills based and meaning-based approaches; Direct instruction in the Fluency, Vocabulary, and Comprehension Gradual Release of Responsibility is critical to balanced literacy and student engagement. This approach starts with the teacher having full responsibility in a lesson (I do it), then guided instruction (We do it), collaboration (You do it together), and finally independent work (you do it).
Rationale for Evidence-based Strategy:	The purpose of reading instruction is to develop critical literacy skills that result in meeting high expectations for all students. This begins with a comprehensive, standards-based curriculum written for all English Language Arts classes, as well as, incorporating a school-wide approach to literacy instruction. "The Gradual Release instructional framework purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner" (Pearson & Gallagher, 1983). By doing this, students assume more and more responsibility for their learning and develop into competent, independent learners

Action Steps to Implement

1. All teachers will participate in professional development in L.E.A.D.
2. Title 1 paraprofessional will "push-in" to classrooms providing additional support to ELL and L25 students
ELL, L25 and Intensive Reading students will utilize Achieve3000 and CommonLit for remedial purposes
Progress monitoring of students
3. PLCs will analyze data and learning gains for all ELL, L25, and Intensive Reading students.
4. PLCs will participate in professional development focused on reading comprehension in the content areas.

Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Ensure a school culture that fosters social-emotional support for all students.
Measurable Outcome:	Decrease annually the number of incidents of students being reported as threats to self or others at school.
Person responsible for monitoring outcome:	Sylvia Franceschini-Kern (sylvia.franceschinikern@osceolaschools.net)
Evidence-based Strategy:	NDHS will continue to participate in professional development and teacher training in Social-Emotional Learning concepts (SEL).
Rationale for Evidence-based Strategy:	New Dimensions is aware that all of our students have been impacted in some way by COVID-19, and we are prepared to continue to support our students when they return in the Fall. Educators will be equipped with the essential SEL competencies that build a positive school culture, drive academic success, and support student well-being. Current research suggests that promoting social and emotional development in children is "the missing piece" in efforts to reach the array of goals associated with improving schooling in the United States.

Action Steps to Implement

1. All 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. To address the needs of the students' social-emotional wellbeing during the time of this pandemic, teachers will create lessons that will help students develop life skills. This is a school-wide (campus and online) initiative and will be conducted monthly during 3rd period.

Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)

#5. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	Strengthen collaborative process to ensure that the learning needs of all students are met. Professional Learning Communities have been in place for many years at NDHS but have operated informally and without school-wide consistent implementation, nor commitment to the collaborative process. It is the school's desire to strengthen this process and make it more data-driven and problem-solving.
Measurable Outcome:	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 will meet to discuss all accountability area collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC team.
Rationale for Evidence-based Strategy:	NDHS PLC teams will engage in collective inquiry into both best practices in teaching and best practices in learning. The collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school. (DuFour) They will also analyze data of formative NDHS (progress monitoring) and state assessments. Trends, patterns, and interventions will be recorded by the PLC members in their minutes and action plans. These plans and submitted minutes will be uploaded to the PLC folder in Google Drive. Administration and PLC Lead will assess the information, and develop agenda discussion points for the Leadership Team meetings. (2006). Learning by Doing: A Handbook for Professional Learning Communities at Work

Action Steps to Implement

1. Develop a PLC Guided Coalition
2. Develop 2 PLCs - Data and Engagement
Data teams will track progress of ELL, and L25 students
Engagement teams will learn how to use strategies to engage students in content and learning online.
3. The administration will make observations in classrooms and of PLC meetings
4. Leadership Team meetings will be held to discuss areas that need to be addressed.

Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)

#6. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Ensure high levels of science achievement Rationale Even though the school currently has a high pass rate on the Biology EOC, we need to continue to improve upon the instruction in the skills and concepts needed for students to advance from Biology to advanced science classes.
Measurable Outcome:	Students will continue to demonstrate high levels of proficiency by a minimum of 95% of students passing the Biology EOC each year.
Person responsible for monitoring outcome:	Zulma Arguelles-Alvarez (zulma.arguellesalvarez@osceolaschools.net)
Evidence-based Strategy:	The Science curriculum will incorporate hands-on activities and instruction in academic vocabulary to ensure that students are provided with the learning strategies needed to understand key concepts.
Rationale for Evidence-based Strategy:	Providing students learning opportunities that employ all modalities is key to student understanding. The understanding of academic vocabulary/terms is also important as it builds background knowledge. These two strategies will enable students to move concepts from short-term memory to long term memory. The relationship between background knowledge and academic achievement is well established. (Marzano)

Action Steps to Implement

Analysis of teacher assessments - pre-post and progress monitoring assessments
Instruct students in academic vocabulary - key terms
Use of Study Island for practice with the standards
Use of hands on activities to help deepen knowledge

Person Responsible	Zulma Arguelles-Alvarez (zulma.arguellesalvarez@osceolaschools.net)

#7. Other specifically relating to School-wide Post Secondary Culture	
Area of Focus Description and Rationale:	Rationale: Culture is pervasive. It lays a foundation that shapes the identities and mindsets of the students as soon as they enter a school. With this in mind, NDHS fosters a college and career atmosphere by offering programs that prepare students for life beyond high school particularly in the area of Science, Technology, Engineering, and Math (STEM).
Measurable Outcome:	Currently, 7.2 % of students are enrolled in advanced science classes and 7.4 % in advanced math. Increase the number of students enrolled in advanced science and math classes by 1%. It is the goal of NDHS to continue to build the capacity of our PLTW Biomedical Science program and maintain our partnership with the University of Central Florida's College of Medicine.
Person responsible for monitoring outcome:	Theresa Barrett (theresa.barrett@osceolaschools.net)
Evidence-based Strategy:	Students should be prepared for the ever-changing technologies in the areas of science, technology, engineering, and math.
Rationale for Evidence-based Strategy:	The school can do this by implementing an accelerated learning approach that promotes and encourages students to complete their program in the first two years of high school. Upon completion, students would continue their studies in the biomedical field by participating in Valencia's Biomedical Science "degree Pathway/Pre-major" program by enrolling as a Dual Enrollment student. It is our goal that these students are supported so that they will earn an AA degree by their graduation date and be able to continue their studies with UCF's Biomedical Science program.

Action Steps to Implement

Continue to fund the program with its ever-changing timely hands-on labs, semester-based field trips to the UCF College of Medicine and different medical centers in Central Florida,
Continue to provide information in the course catalog and flyers about the program
NDHS will hold a Science Family Night during the school year where parents can participate in small labs, crime scene investigations, and other engaging activities.

Person Responsible	Theresa Barrett (theresa.barrett@osceolaschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

New Dimensions High School engages families, students, and faculty in a shared understanding of academic and behavioral expectations and high-quality instruction. With the school being on 4x4 block, it aligns with the college schedule preparing them for Dual enrollment and the college experience. Teachers and staff communicate high expectations for all students that are outlined in our belief statement:
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
Every student is capable of fulfilling his or her life-long dreams

Teachers meet in PLCs weekly to examine data looking for trends and patterns. The data is used to guide instruction so that every student can reach their potential. The administration ensures that the teachers have the resources, training, and ongoing support to meet them. Additionally, the administration provides constructive feedback and is available to teaches and staff throughout the day.

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 training provided by the school. The school uses the notes from the group discussion to guide writing the plan.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$63,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	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 Facilitator				
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$15,100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	319-Technology-Related Professional and Technical Services	0853 - New Dimensions High School	Title, I Part A		$15,100.00
		Notes: Edmentum Courseware				
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$7,090.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	319-Technology-Related Professional and Technical Services	0853 - New Dimensions High School	Other		$7,090.00
		Notes: Achieve 3000 Literacy Program				
4	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**
5	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**				**$0.00**
6	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
7	**III.A.**	**Areas of Focus: Other: School-wide Post Secondary Culture**				**$0.00**
					Total:	**$85,585.00**