

Alachua County Public Schools

Newberry High School



2020-21 Schoolwide Improvement Plan

Table of Contents

| | |
|---|-----------|
| School Demographics | 3 |
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 16 |
| Planning for Improvement | 21 |
| Positive Culture & Environment | 26 |
| Budget to Support Goals | 27 |

Newberry High School

400 SW 258TH ST, Newberry, FL 32669

<https://www.sbac.edu/newberryhigh>

Demographics

Principal: James Sheppard

Start Date for this Principal: 7/29/2020

| | |
|--|--|
| 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 | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 49% |
| 2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: B (61%) 2017-18: B (56%) 2016-17: C (52%) 2015-16: B (54%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

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

| | |
|---------------------------------------|-----------|
| Purpose and Outline of the SIP | 4 |
| School Information | 7 |
| Needs Assessment | 16 |
| Planning for Improvement | 21 |
| Title I Requirements | 0 |
| Budget to Support Goals | 27 |

Newberry High School

400 SW 258TH ST, Newberry, FL 32669

<https://www.sbac.edu/newberryhigh>

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 | No | 63% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 43% |

School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|-------|---------|---------|---------|---------|
| Grade | B | B | B | C |

School Board Approval

This plan was approved by the Alachua County School Board on 10/6/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Newberry High School is committed to the success of ALL students.

By providing a community atmosphere to fit the needs of our rural, yet diverse population, Newberry High School demonstrates the success of all students through rigorous academics, a variety of extracurricular activities and involvement of all stakeholders.

Provide the school's vision statement.

We will graduate students who have knowledge, skills, and personal characteristics to be life long learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members fo the global 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 |
|-----------------------|---------------------|--|
| Sheppard, James | Principal | <ul style="list-style-type: none"> -Supervise the operation and management of all school activities and functions at the assigned school. -Provide leadership in the development and delivery of all educational programs. -Manage and administer the accreditation program for the assigned school. -Develop a plan for short and long range instructional and facility needs. -Utilize current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance. -Coordinate program planning with district instructional staff. -Interview and recommend personnel for employment. -Assume responsibility for student suspensions in accordance with board policies and statutes. -Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. -Manage and supervise the school's athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events. -Provide leadership in the school improvement process and the implementation of the school improvement plan. -Demonstrate proactive leadership and effective managements skills to motivate and gain commitment of staff to facilitate task accomplishment. |
| Bracewell, Kristopher | Assistant Principal | <ul style="list-style-type: none"> -Assist the principal in the administration and supervision of secondary school operations. -Assume administrative responsibility for the school in the absence of the principal. -Develop master schedule for all students and teachers. -Develop a master schedule for all students. -Assist in the development of the school curriculum and implement county and state guidelines. -Monitor ESE program for compliance with state and federal guidelines and statutes. -Evaluate course offerings to determine if student needs are considered and met. -Assist with the administration of all testing programs. -Assist principal with interviews and selection of personnel. |

| Name | Title | Job Duties and Responsibilities |
|------------------|------------------|---|
| | | <ul style="list-style-type: none"> -Assist Principal in developing personnel assignments and duty rosters. -Supervise facilities and grounds operation. -Supervise extracurricular activities. -Supervise assigned personnel, conduct annual performance appraisals and make recommendations for the appropriate employment action. -Represent the district in a positive and professional manner and demonstrate support for the school district and its goals and priorities. |
| Burford, Mark | Dean | <ul style="list-style-type: none"> -Assist in development and implementation of preventive discipline plan. -Provide assistance to administrator, teacher and staff for behavioral management. -Manage the discipline referral process. -Advise students on appropriate school behavior and follow-up with parents and teachers on results. -Assist administration as an additional resource for classroom management and appropriate student behavior, provide teacher inservice as needed. -Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student's needs. -Provide accurate and timely information to parents and students about academic and behavioral performance of students. -Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions. -Supervise students at all times to ensure a safe and orderly environment. |
| McDilda, Melissa | School Counselor | <ul style="list-style-type: none"> -Plan and develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities. -Establish short and long-range plans based on student needs as well as school, district and state priorities. -Communicate goals and services of the counseling programs to school administration, staff, students and parents. -Review, evaluate and select a variety of materials to support a well-balanced counseling program. -Establish and follow procedures for appropriate intervention in accordance with school, district, and state laws, rules and policies. |

| Name | Title | Job Duties and Responsibilities |
|----------------|---------------------|---|
| | | <ul style="list-style-type: none"> -Demonstrate knowledge of theories, techniques and instruments used for assessments. -Evaluate counseling program objectives including using feedback from students, parents and staff. -Use relevant assessment data to make recommendations to students, parents, teachers and other professionals. |
| Shelley, Carol | Teacher, K-12 | <ul style="list-style-type: none"> -Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative and evaluative thinking capabilities of students. -Select, develop, modify and/or adapt materials, technology and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles and instructional priorities. -Identify specific intended learning outcomes which are challenging, meaningful and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate. |
| Steele, Susan | Instructional Media | <ul style="list-style-type: none"> -Identify, select and develop short- and long-range goals and objectives for the media program based on student, faculty, and curriculum needs. -Plan with teachers and instructional leaders for the integration of |

| Name | Title | Job Duties and Responsibilities |
|------------------|------------------|--|
| | | <p>media/information skills into the school program.</p> <ul style="list-style-type: none"> -Develop schedules and organize resources to allow easy access to information and services. -Plan for the acquisition of materials to enhance learning consistent with the needs of students. -Develop and implement policies and procedures necessary for the efficient and effective operation of the media center. -Administer the media center budget based on program goals and objectives. -Coordinate the selection and acquisition process for media resources and equipment; uses approved selection, policies, and procedures. -Provide for use of current technologies. -Facilitate the use, maintenance, repair, and inventory of all media center materials and equipment. -Solicit ongoing feedback from members of the school staff regarding the availability, use and impact of media materials. |
| Cheggeh, Natasha | School Counselor | <ul style="list-style-type: none"> -Plan and develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities. -Establish short and long-range plans based on student needs as well as school, district and state priorities. -Communicate goals and services of the counseling programs to school administration, staff, students and parents. -Review, evaluate and select a variety of materials to support a well-balanced counseling program. -Establish and follow procedures for appropriate intervention in accordance with school, district, and state laws, rules and policies. -Demonstrate knowledge of theories, techniques and instruments used for assessments. -Evaluate counseling program objectives including using feedback from students, parents and staff. -Use relevant assessment data to make recommendations to students, parents, teachers and other professionals. |

| Name | Title | Job Duties and Responsibilities |
|----------------|---------------|--|
| Moore, Dawn | Dean | <ul style="list-style-type: none"> -Assist in development and implementation of preventive discipline plan. -Provide assistance to administrator, teacher and staff for behavioral management. -Manage the discipline referral process. -Advise students on appropriate school behavior and follow-up with parents and teachers on results. -Assist administration as an additional resource for classroom management and appropriate student behavior, provide teacher inservice as needed. -Collaborate with students, parents, school staff and other appropriate persons to assist in meeting student's needs. -Provide accurate and timely information to parents and students about academic and behavioral performance of students. -Recognize overt indicators of student distress or abuse and take appropriate intervention, referral or reporting actions. -Supervise students at all times to ensure a safe and orderly environment. |
| Sternner, Jean | Teacher, K-12 | <ul style="list-style-type: none"> -Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative and evaluative thinking capabilities of students. -Select, develop, modify and/or adapt materials, technology and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles and instructional priorities. -Identify specific intended learning outcomes which are challenging, meaningful and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students which is focused on meaningful, relevant and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity |

| Name | Title | Job Duties and Responsibilities |
|------|-------|---|
| | | <p>to another.</p> <p>-Provide instruction on safety procedures and proper handling of materials and equipment.</p> <p>-Assist students in assessing, interpreting and evaluating information from multiple sources.</p> <p>-Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.</p> |

Demographic Information

Principal start date

Wednesday 7/29/2020, James Sheppard

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.*

3

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.*

4

Total number of teacher positions allocated to the school

30

Demographic Data

| | |
|--|---|
| 2020-21 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 | No |
| 2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 49% |
| 2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students |

| | |
|--|--|
| | Economically Disadvantaged Students |
| School Grades History | 2018-19: B (61%) 2017-18: B (56%) 2016-17: C (52%) 2015-16: B (54%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Cassandra Brusca |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | TS&I |
| * 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 | 170 | 167 | 144 | 152 | 633 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 22 | 15 | 17 | 80 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 9 | 11 | 7 | 35 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 12 | 9 | 14 | 40 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 17 | 7 | 14 | 40 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 | 40 | 25 | 23 | 130 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 41 | 33 | 43 | 26 | 143 |

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 | 36 | 40 | 27 | 28 | 131 |

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 | |

Date this data was collected or last updated

Wednesday 7/29/2020

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 | 180 | 169 | 157 | 155 | 661 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 13 | 14 | 24 | 70 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 7 | 6 | 6 | 30 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 22 | 16 | 15 | 64 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 61 | 41 | 42 | 198 |

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 | 23 | 25 | 13 | 17 | 78 |

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 | 180 | 169 | 157 | 155 | 661 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 13 | 14 | 24 | 70 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 7 | 6 | 6 | 30 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 22 | 16 | 15 | 64 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 61 | 41 | 42 | 198 |

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 | 23 | 25 | 13 | 17 | 78 |

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 | 57% | 59% | 56% | 53% | 57% | 53% |
| ELA Learning Gains | 52% | 52% | 51% | 61% | 54% | 49% |
| ELA Lowest 25th Percentile | 40% | 39% | 42% | 54% | 42% | 41% |
| Math Achievement | 48% | 54% | 51% | 35% | 47% | 49% |
| Math Learning Gains | 60% | 54% | 48% | 28% | 41% | 44% |
| Math Lowest 25th Percentile | 56% | 48% | 45% | 24% | 32% | 39% |
| Science Achievement | 64% | 68% | 68% | 60% | 65% | 65% |
| Social Studies Achievement | 80% | 75% | 73% | 72% | 74% | 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 | 58% | 60% | -2% | 55% | 3% |
| | 2018 | 55% | 58% | -3% | 53% | 2% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | | | | | |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 10 | 2019 | 56% | 55% | 1% | 53% | 3% |
| | 2018 | 51% | 60% | -9% | 53% | -2% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | 1% | | | | |

| 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 | 64% | 66% | -2% | 67% | -3% |
| 2018 | 66% | 68% | -2% | 65% | 1% |
| Compare | | -2% | | | |
| 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 | 77% | 71% | 6% | 70% | 7% |
| 2018 | 77% | 71% | 6% | 68% | 9% |
| Compare | | 0% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 25% | 56% | -31% | 61% | -36% |
| 2018 | 45% | 60% | -15% | 62% | -17% |
| Compare | | -20% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 43% | 48% | -5% | 57% | -14% |
| 2018 | 42% | 63% | -21% | 56% | -14% |
| Compare | | 1% | | | |

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 | 20 | 38 | 43 | 29 | | | | 58 | | 94 | 35 |
| BLK | 32 | 43 | 36 | 24 | 37 | | 22 | 54 | | 97 | 34 |
| HSP | 55 | 54 | | 50 | | | 69 | 82 | | 93 | 71 |
| MUL | 60 | 52 | | 53 | | | 80 | 100 | | | |
| WHT | 66 | 55 | 41 | 57 | 64 | 59 | 76 | 85 | | 99 | 63 |
| FRL | 43 | 45 | 37 | 43 | 63 | 55 | 43 | 75 | | 99 | 44 |
| 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 | 15 | 36 | 38 | 13 | 22 | 24 | 42 | 35 | | 88 | 29 |
| BLK | 25 | 44 | 47 | 22 | 30 | 25 | 29 | 52 | | 94 | 10 |
| HSP | 48 | 50 | | 32 | 26 | | 69 | 69 | | | |
| MUL | 53 | 65 | | 20 | | | | | | | |
| WHT | 64 | 58 | 50 | 52 | 38 | 33 | 72 | 87 | | 99 | 58 |
| FRL | 40 | 51 | 52 | 31 | 27 | 24 | 57 | 70 | | 93 | 37 |
| 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 | 16 | 56 | 56 | 24 | 35 | 31 | 20 | 39 | | 92 | 9 |
| BLK | 29 | 43 | 36 | 22 | 21 | 19 | 32 | 55 | | 93 | 15 |
| HSP | 41 | 67 | | 32 | 26 | | 64 | 75 | | | |
| MUL | 42 | 59 | | 47 | 50 | | | | | | |
| WHT | 61 | 66 | 56 | 39 | 29 | 26 | 71 | 81 | | 94 | 54 |
| FRL | 41 | 51 | 42 | 28 | 28 | 20 | 46 | 55 | | 91 | 23 |

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) | TS&I |
| OVERALL Federal Index – All Students | 61 |
| OVERALL Federal Index Below 41% All Students | NO |

| ESSA Federal Index | |
|---|-----|
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 611 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 98% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 40 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| 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 | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 42 |
| 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 | 68 |
| 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 | 69 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| 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 | 67 |
| 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 | 55 |
| 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 lowest data component for Newberry High School is the students with disabilities subgroup. At 40%, this is the only subgroup that falls below the target of 41%. Students with disabilities require individual education plans that are specific to their educational needs. Identifying and supporting these needs can be challenging in a diverse and multi-tiered student population. Areas such as appropriate placement, least restrictive environment, parent involvement, and appropriate scaffolding in the classroom continue to be areas that NHS continues to improve.

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

The lowest quartile in ELA declined 13% points, from 53% in 2017-18 to 40% in 2018-19. Promoting growth in the lowest quartile for ELA requires focus and a multi-pronged approach. As students who have a history of struggles when it comes to reading and comprehension, teachers and staff continue to find ways to build consistency, routine, and scaffold to support students in their reaching of high expectations. We have identified areas of assessment in which these students underperformed and recognize the need for growth in the subcategory of key ideas and details. Teachers balance

informational and literary texts to support student strategies for citation to draw evidence, determine the theme and central idea, and analyze complex characters.

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.

Math achievement data shows a gap between the proficiency of students at NHS compared to student trends at the state level. Math achievement at NHS is 48% compared to 51% at the state level. NHS continues to develop coherent, focused, and high rigor mathematics instruction that aligns to the state framework. This is a subject and area that challenges teachers to develop real work connections, but often where these real-world connections are most necessary to build skills and knowledge for a student.

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

The gains made by math students at NHS increased significantly from 2017-18 (35%) to 2018-19 (60%). Most notably, our mathematics course progression was updated to incorporate Liberal Arts Math and Informal Geometry to help students with a history of math deficiency develop the knowledge and skills necessary for success in Algebra 1 and Geometry. This progression allows for a balance between conceptual understanding, basic computational and procedural skill development and eventual problem-solving at the high rigor required for FSA/EOC success.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students who earn a level 1 on state assessment is an area identified for growth when looking closer at the EWS data from NHS. 198 students out of 661 total earned a level one in at least state standardized assessment. In order to raise these achievement numbers, NHS will focus on constant monitoring of student progress, formative assessment data chats, quality instruction, and building teacher/student relationships.

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

1. Increase the performance of students with disabilities as measured by the federal index
2. Increasing gains of the lowest quartile in both ELA and Math
3. Reducing the achievement gap in all curricular areas
4. Increase participation of African American students in advanced and accelerated courses by 2 percentage points annually

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

| | |
|---|--|
| Area of Focus Description and Rationale: | Increasing gains of the lowest quartile in both ELA and Math Many students find themselves at a level 1 or 2 on FSA/EOC year after year. By focusing on these students in the bottom quartile there is an opportunity to foster positive relationships and teach at a level that balances high expectations, assessment-like rigor, and the necessary scaffolds to makes gains toward the learning objectives |
| Measurable Outcome: | Increase gains of the lowest quartile in ELA to 54% Increase gains of the lowest quartile in math to 59% |
| Person responsible for monitoring outcome: | James Sheppard (sheppajh@gm.sbac.edu) |
| Evidence-based Strategy: | <ul style="list-style-type: none"> • frequent progress monitoring • reteaching and remediation informed by standards-based formative assessment data • frequent data chats • small-group and individual interventions • tutoring • mentoring |
| Rationale for Evidence-based Strategy: | Regular progress monitoring allows teachers to have a clear picture through collected data that helps determine what a student is understanding and the areas they need further instruction on. FSA/EOC type assessments scheduled throughout the year paint a picture of the instructional framework needed moving forward. |

Action Steps to Implement

1. Standards-based teacher planning
2. Standards-based instruction
3. Standards-based assessment
4. Data Analysis
5. Repeat

Person Responsible Kristopher Bracewell (bracewellk@gm.sbac.edu)

#2. Culture & Environment specifically relating to Equity & Diversity

| | |
|---|---|
| Area of Focus | Closing the Racial Achievement Gap |
| Description and Rationale: | Newberry High School has a current achievement gap of 33% in ELA and math between the number of white students scoring Level 3 or above and the number of black students scoring Level 3 or above on the Florida Standards Assessment. According to 2018 data results, 33% of black learners score a level 3 or above in ELA and 12% score a level 3 or above in math on FSA. |
| Measurable Outcome: | Reduce the achievement gap in ELA from 32% to 29% by raising the performance of African American students. Reduce the achievement gap in math from 34% to 31% by raising the performance of African American students. |
| Person responsible for monitoring outcome: | James Sheppard (sheppajh@gm.sbac.edu) |
| Evidence-based Strategy: | <ul style="list-style-type: none"> • Explicit communication of high expectations for all students • Engage all students in rigorous, standards-based curricula • Strategies to build faculty collective efficacy • Increase faculty's cultural competency • Strategies teachers use to create a welcoming and supportive environment in each course and program for students of all races and ethnicities and aligned professional development • Strategies to support students from traditionally underrepresented populations in advanced courses and aligned professional development • Expanding course offerings to target underrepresented student populations, such as AP Capstone and On-Line Dual Enrollment, and opening access to magnet courses for major program students |
| Rationale for Evidence-based Strategy: | NHS seeks to expand new methods of differentiated instruction and program access that meets the needs of all learners. |

Action Steps to Implement

1. Continue building on knowledge gained after partnering with SBAC PD to offer a three-part training on Universal Design for Learning
2. School administration will monitor the implementation of culturally responsive teaching practices and offer feedback through snapshot and observations
3. Teachers will partner in PLCs to conduct lessons and observe best practices in culturally responsive teacher

Person Responsible Kristopher Bracewell (bracewellk@gm.sbac.edu)

#3. ESSA Subgroup specifically relating to Students with Disabilities

| | |
|---|--|
| Area of Focus | Increase the performance of students with disabilities as measured by the federal index. |
| Description and Rationale: | The federal index area - Students with Disabilities percentage for NHS is measured at 40% which falls below the 41% target |
| Measurable Outcome: | NHS seeks to raise the percentage in this category above the target of 41%. Maintaining or raising the current percentage of points in the other federal index categories would result in NHS being on target in all areas. |
| Person responsible for monitoring outcome: | James Sheppard (sheppajh@gm.sbac.edu) |
| Evidence-based Strategy: | Accurately identify student disabilities and provide high-quality instruction to ensure the achievement of IEP goals. |
| Rationale for Evidence-based Strategy: | By accurate assessment and screening of students with disabilities, NHS will provide appropriate placement, supports, and accommodations for students. Doing this will ensure they are given every opportunity possible to maintain a high level of learning and success throughout the year which we hope to translate into grow and proficiency on standardized assessment. Staff will also develop instructional strategies through the year-long PLC focused on Universal Design for Learning with an emphasis on student engagement techniques. |

Action Steps to Implement

1. Regular scheduled Individual Education Plan team meetings for specific feedback on each student with a disability
2. Develop a comprehensive intervention plan
3. Schedule student in the least restrictive environment
4. Provide professional development on student engagement through Universal Design for Learning
5. Monitor instructional practices as teachers continue to develop strategies learned through PLC
6. Encourage parent involvement by continuing to invite parents/legal guardians to Individual Education Plan meetings and offering parent workshops addressing strategies to help their child.

Person Responsible Kristopher Bracewell (bracewellk@gm.sbac.edu)

#4. Culture & Environment specifically relating to Equity & Diversity

| | |
|---|--|
| Area of Focus Description and Rationale: | Reduce the number of out of school suspensions for African American students by at least 15% |
|---|--|

Measurable Outcome: Reduce the number of suspension days for African American students to less than 47 total days.

One major element of the educational setting that has an impact on student learning is instructional time. Loss of classroom instruction time obstructs what a student is able to learn and retain information. One study shows that missing three school days per month prior to taking a national assessment students scoring an entire grade level lower on the assessment. Research also shows that higher suspension rates are closely aligned to higher rates of dropout and illegal punishment. Data shows that Black students are more likely to be suspended when compared to White students. Therefore, one can conclude that Black students are at a greater disadvantage in terms of academic performance as a result of out-of-school suspension.

Person responsible for monitoring outcome: James Sheppard (sheppajh@gm.sbac.edu)

Evidence-based Strategy:

1. Track the OSS data for SWD AND AA students in real time from first day of school in order to intervene early
2. Use viable alternatives to OSS (or a combination thereof) for ALL non-violent infractions
3. Implement consistent Tier 2 interventions after 2nd or 3rd referral and monitor data frequently
4. A school team will participate in the Disproportionate Discipline Cohort process with SSS staff

Rationale for Evidence-based Strategy:

- Schedule time for school staff to look at data weekly for early intervention
- Saturday Detention/Lunch Detention combo for consecutive days
- Require a 'packet' of several related BASE lessons be completed during lunch detention
- A parent-student-school team meeting to discuss how to make amends with school community and what the alternate consequence will look like
- Monthly meetings with a team of 3-5
- Learn how to use discipline data to identify areas of focus
- Review and adjust accordingly to quarterly equity data that is shared

Action Steps to Implement

1. Faculty overview of Restorative Justice
2. Continue to build on Restorative Justice Dialogue Training for student service team and selected teachers
3. Implement strategies and incorporate practices to help correct student behaviors that are deemed inappropriate.

Person Responsible Kristopher Bracewell (bracewellk@gm.sbac.edu)

#5. Culture & Environment specifically relating to Equity & Diversity

| | |
|---|--|
| Area of Focus Description and Rationale: | Increase participation of African American Students in Advanced and Accelerated Courses and Programs |
| Measurable Outcome: | Increase participation by 2 percentage points annually to reach 11% African American student enrollment in AP courses |
| Person responsible for monitoring outcome: | [no one identified] |
| Evidence-based Strategy: | <ul style="list-style-type: none"> • Creating a college-going culture in your school • Communicating high expectations for all students • Remove barriers that restrict access to advanced courses and meet one-on-one with students of color to encourage participation and plan for success • Identify, recruit, and enroll students in advanced courses |
| Rationale for Evidence-based Strategy: | Through identification, recruitment, and regularly scheduled support meetings, NHS will increase the number of successful advanced placement and highly rigorous course taking students. |

Action Steps to Implement

1. Identify African American students who have AP potential
2. Meet with students and parents
3. Develop a plan of support throughout the year

Person Responsible Kristopher Bracewell (bracewellk@gm.sbac.edu)

Additional Schoolwide Improvement Priorities

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

N/A

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.

At NHS we are proud of the programs and services we offer our students and encourage them to take full advantage of every available opportunity. Parents and other community stakeholders are invited to become involved in the school to positively impact the Newberry High School learning community through volunteer programs, booster programs, and the support of extracurricular activities. Faculty and administration work hard to inform parents and other stakeholders about school policies, procedures, and services. Our school website, Facebook, and other media outlets are utilized to help us accomplish this goal. Whether you are a freshman, sophomore, junior, or senior students will find something at Newberry High School to keep them engaged and learning. We look forward to a productive school year each and every year and understand stakeholder involvement is key to all of our success.

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: Instructional Practice: Standards-aligned Instruction | \$0.00 |
| 2 | III.A. | Areas of Focus: Culture & Environment: Equity & Diversity | \$0.00 |
| 3 | III.A. | Areas of Focus: ESSA Subgroup: Students with Disabilities | \$0.00 |
| 4 | III.A. | Areas of Focus: Culture & Environment: Equity & Diversity | \$0.00 |
| 5 | III.A. | Areas of Focus: Culture & Environment: Equity & Diversity | \$0.00 |
| Total: | | | \$0.00 |