

School District of Osceola County, FL

New Dimensions High School



2021-22 Schoolwide Improvement Plan

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New Dimensions High School

4900 OLD PLEASNT HILL RD, Kissimmee, FL 34759

<https://newdimensionshs.com/>

Demographics

Principal: Joseph Mezzina

Start Date for this Principal: 7/27/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Osceola 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.

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New Dimensions High School

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<https://newdimensionshs.com/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	91%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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	Position Title	Job Duties and Responsibilities
		New Dimensions High School has an administrative structure that is unique to most schools. The school has two directors, Mrs. Theresa Barrett, Director of Instruction, and Mr. Michael Alfes, Director of Operations.
Barrett, Theresa	Principal	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 leaders and work with various aspects of the school to ensure that NDHS is one of the most highly regarded schools in Central Florida.
		Mrs. Barrett serves as 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.

Demographic Information

Principal start date

Monday 7/27/2020, 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

Total number of students enrolled at the school

454

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	112	103	106	112	433	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
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	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

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

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

Tuesday 7/27/2021

2020-21 - 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	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

2020-21 - 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	0	118	113	120	113	464
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	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	0	1	9	6	4	20
Level 1 on 2019 statewide ELA assessment	0	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	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	0	1	0	0	1	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				76%	57%	56%	79%	56%	56%
ELA Learning Gains				62%	48%	51%	71%	54%	53%
ELA Lowest 25th Percentile				57%	43%	42%	66%	47%	44%
Math Achievement				62%	46%	51%	47%	39%	51%
Math Learning Gains				52%	41%	48%	38%	40%	48%
Math Lowest 25th Percentile				56%	46%	45%	41%	46%	45%
Science Achievement				94%	69%	68%	82%	67%	67%
Social Studies Achievement				80%	70%	73%	82%	70%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	75%	47%	28%	55%	20%
Cohort Comparison						
10	2021					
	2019	73%	47%	26%	53%	20%
Cohort Comparison		-75%				

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
2021					
2019	89%	62%	27%	67%	22%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	76%	62%	14%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	49%	49%	0%	61%	-12%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	65%	44%	21%	57%	8%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Several Progress Monitoring Tools were utilized during the course of the school year -

Intensive Reading - Achieve3000 Lexile Levels

ELA - Common Lit

Mathematics - MathNation

Biology - Edmentum Study Island

US History - Edmentum Study Island

Students were not separated by grade level to report data.

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	62	76
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	53	60
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	76	78
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	70	82
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	62	76
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	53	60
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	76	78
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	70	82
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	62	76
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	53	60
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	76	78
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	55	70	82
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
ELL	45	54	50	35	50	40	73			100	67
BLK	76	69		49	39		88	74		100	85
HSP	66	72	61	40	51	58	78	85		100	86
WHT	82	63		38	17					100	100
FRL	73	69	47	38	42	73	90	86		100	86

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	69
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	63
Total Points Earned for the Federal Index	754
Total Components for the Federal Index	11
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	58

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
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	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	70
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All grades and subgroups continue to struggle with certain tested categories. In the FSA ELA assessment, students continually struggle with the category: Integration of knowledge and ideas. This has consistently been an area of concern with students.

In mathematics, it is noted that students at the high school level taking Algebra 1 as Freshmen struggle with basic mathematical skills.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement as demonstrated by the 2019 state assessments is improvement in mathematics learning gains. Only 52% of students experienced overall learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to this need for improvement are the lack of basic mathematical skills and concepts. Students begin their high school math courses without the necessary basic skills and background knowledge to be successful.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Biology EOC was the area that showed the most improvement; increasing the passing rate by 12 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors were the coordination of the Biomedical Science program and Biology classes. Many students were enrolled in the Biomedical Science class prior to taking Biology 1 and that attributed to the increase in achievement.

What strategies will need to be implemented in order to accelerate learning?

NDHS will need to implement strategies and programs to help remediate math students - providing opportunities for tutoring and practice in basic skills, thereby building the prior knowledge needed for success in Algebra 1.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will receive professional development in using three programs that will assist them in progress monitoring and remediation - Achieve Math, Math Nation, and Edgenuity MyPath. Teachers will be able to assess students' strengths and weaknesses on the standards and prescribe individual and intensive remediation.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers at NDHS will be provided ongoing professional development not only in their subject area but also in infusing literacy strategies across the curriculum throughout the school year. In addition, teachers will be able to utilize the programs mentioned previously to aid them in providing the best instruction and remediation for their students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Ensure High Levels of Literacy School-Wide During an analysis for the 2021 State FSA ELA assessment, it was determined that grade 9 achievement results dropped significantly from 2019 by 9 points - from 75% to 66% pass rate. Grade 10 also saw a decline in achievement results by 1 point - 73% to 72%. This can be partly attributed to the differentiated learning environments during the pandemic. Due to this, it is important that the school address this area of concern and the lack of learning gains made.
Measurable Outcome:	75% of all NDHS students will demonstrate learning gains in reading. Additionally all subgroups will demonstrate a 5% learning gain.
Monitoring:	By implementing a progress monitoring plan, students will be evaluated 3 times a year on the essential standards to determine that adequate gains are being made in reading.
Person responsible for monitoring outcome:	Theresa Barrett (theresa.barrett@osceolaschools.net)
Evidence-based Strategy:	Studies show that analysis of student data and utilizing the CIM serves as a critical role in the decision-making of teachers to directly affect their instructional practice. "Effective feedback is a great way for teachers to use collected data in order to improve student learning. (Bransford, Brown, & Cocking, 1999).
Rationale for Evidence-based Strategy:	The rationale for selecting this specific strategy is directly tied to the data that teachers will be afforded by using Achieve3000 reading to monitor students' Lexile scores, Edgenuity MyPath to develop an individualized plan for the students, and CommonLit for systemic practice with the standards.

Action Steps to Implement

1. All ELA and Reading teachers will participate in professional development to implement our school-wide literacy plan.
2. All ELA and Reading teachers will participate in professional development to learn how to best use the resources provided to them - Achieve3000, Edgenuity MyPath, and CommonLit.
3. Progress Monitor
4. Paraprofessional to "push-in" to classroom providing support to all ELL students
5. ESE teacher to offers direct support to students in the area of reading.
6. PLCs will analyze all progress monitoring data to effectively guide the CIM.
7. Reading Intervention teacher to "pull-out" L25 students for small group instruction.

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

#2. Leadership specifically relating to Instructional Leadership Team**Area of Focus Description and Rationale:**

The Leadership Team helps to maintain a cohesive school vision that is focused on student achievement, rather than operational management of the school. The leadership team at NDHS is comprised of department chairs, reading interventionist, senior leadership teacher, ESE lead teacher and MTSS Coordinator.

Reviewing the data collected it was revealed that teachers must work in concert in order to provide the best educational experience for students. Instead of working as singular departments, striving for learning gains in specific subjects, the school feels that it is best when teachers work in concert with each other, incorporating skills across the curriculum to meet the needs of students. This is best accomplished when a team of leaders is able to examine the "whole picture" and drive the focus and direction of learning.

Many of our students in 9th grade reading did not make the gains needed to be successful at the next grade level. Data showed a 9% drop from the previous tested year. Other areas, such as Math, and Biology showed decreases in achievement as well.

Measurable Outcome:

The goals of the leadership team are:

- *Improve student outcomes;
- *Use and promote a school-wide instructional framework that describes shared and common practices of highly effective teaching designed to improve student learning.
- *Develops and use shared norms, beliefs and values to guide actions and decisions
- *Plans professional development and provides other resources (e.g. coaching) to support school wide implementation of instructional practices.
- *Support and Mentor beginning teachers.

Monitoring:

The Leadership Team will meet monthly to discuss progress being made with the goals mentioned above.

The team will analyze data (progress monitoring and assessments), classroom walkthroughs, and peer observations to guide next steps. When conducting walkthroughs or peer observations a rubric will be used so that collected data can be analyzed by the team.

Person responsible for monitoring outcome:

Theresa Barrett (theresa.barrett@osceolaschools.net)

Evidence-based Strategy:

In order to have continuous school improvement, a shared commitment to the execution of high quality instruction accessible to all students by a coordinated team of administrators and teachers must exist - Leadership Team. The goal of the NDHS Leadership Team is to engage in two-way communication with all school stakeholders, use data to develop a clear message and assist in the implementation of best practices for the school. "If we create shared leadership structures in schools, where school leaders work with empowered teacher leaders, we can build better opportunities for feedback and growth, retaining effective teachers, and driving increased student achievement."

Rationale for Evidence-based Strategy:

Educational Leadership: The Many Faces of Leadership, September 2007, Volume 65, Number 1 Teachers as Leaders Page 14-19)

The National Institute for Urban School Improvement (NIUSI, 2005) notes that "team leadership helps to facilitate rapid and sustained change".

Action Steps to Implement

1. Create Leadership Team and guide the team in defining norms, roles, and responsibilities of all stakeholders

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

2. Analyze Data collected from progress monitoring, walkthroughs, and peer observations

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

3. Provide Professional Development to staff that will directly support student achievement and teacher mentoring/retention.

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

4. Mentor Novice Teachers for personal growth and retention.

Person Responsible Vicki Raymond (vicki.raymond@osceolaschools.net)

5. Cultivate a growth mindset and ensure that concrete actions are taken to meet the needs of all teachers, and students at the school.

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

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>Ensure high levels of math achievement.</p> <p>Math scores at NDHS fell slightly from 2019 to 2021. Overall math achievement went from 62% to 43% and Learning Gains showed a significant decrease as well, dropping from 52% in 2019 to 44% in 2021. Additionally all subgroups will demonstrate a 5% learning gain.</p>
Measurable Outcome:	All students will demonstrate greater math achievement scores on the Algebra 1 and Geometry EOC's with 62% of students meeting proficiency. Additionally all subgroups will increase learning gains by 5%.
Monitoring:	All students enrolled in Algebra 1 and Geometry classes will be progressed monitored to measure learning gains. Progress monitoring will reveal how students are doing on the essential standards and overall achievement. NDHS will use AchieveMath, MathNation, and Edgenuity MyPath to track student growth in the standards.
Person responsible for monitoring outcome:	Theresa Barrett (theresa.barrett@osceolaschools.net)
Evidence-based Strategy:	<p>Students who struggle with basic math skills will be enrolled in Algebra 1A/B to help them succeed on a 4x4 Block schedule. Additionally, all students will use AchieveMath and MyPath to help build the foundational skills. Both of these programs offer individualized practice for remediation. Academic vocabulary will be explicitly taught in all classes.</p> <p>With NDHS being on a 4x4 block schedule, completing math courses in an 18 week single semester can be challenging for students who lack the foundational skills, and need additional consolidation time. Providing students with individualized practice that targets areas in need of remediation will lead to student learning gains. Research indicates, "consolidation plays a central role in becoming mathematical and practice..... leads to the development of neural pathways so that some actions become automatic." (Watson 2014) https://www.atm.org.uk</p> <p>One of many keys to being proficient in math, "is knowing what the problem is asking," in other words, having an idea of what the vocabulary means and being able to determine the best strategy to use in order to solve the problem, (Fitzgerald, 2006).</p>
Rationale for Evidence-based Strategy:	

Action Steps to Implement

Analysis of Math assessment data for each new incoming student to ensure proper placement in math classes.

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

Use of AchieveMath, Edgenuity My Path and Math Nation for targeted instruction.

Person Responsible [no one identified]

Progress Monitoring to ensure that students are making adequate learning gains

Person Responsible [no one identified]

Instruction in academic vocabulary

Person Responsible [no one identified]

ELL Paraprofessional to offer support for students struggling with language acquisition.

Person Responsible [no one identified]

#4. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: Over the past several years, NDHS has seen a decline in parent involvement in the school. This has been seen in all areas from sporting events to School Advisory Council meetings. Amidst the pandemic last year the school experienced a significant drop in parental involvement.

Measurable Outcome: It is the goal of the school to increase parent/family attendance by 20% at all activities.

Monitoring: NDHS will analyze attendance at events and parent surveys to gauge involvement.

Person responsible for monitoring outcome: Theresa Barrett (theresa.barrett@osceolaschools.net)

Evidence-based Strategy: NDHS believes that a partnership must exist between our parents and our school. We promote positive communication between the school and our students' homes. The school will provide a variety of opportunities for parents to be involved in activities supporting their students learning. During the course of the school year, NDHS will offer monthly Tiger Nights that will offer mini workshops for parents that address supporting their child through high school and the college process, presentation form classes (performances, projects...) and Homework Diners.

Rationale for Evidence-based Strategy: Research indicates, "when parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level." <https://www.edutopia.org/profile/edutopia>

Action Steps to Implement

The School's Leadership Team will plan the parent involvement nights ensuring that the event is well organized, family centered, and well promoted.

Person Responsible [no one identified]

Analyze attendance data from events

Person Responsible [no one identified]

Develop Parental Involvement Surveys

Person Responsible [no one identified]

#5. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Ensure high levels of Science achievement. Biology EOCs scores at NDHS fell slightly from 2019 to 2021. Overall achievement went from 94% in 2019 to 82% in 2021. This decrease can be attributed to students learning in a digital environment and not being able to conduct hands on experiments to help with understanding of material and lack of support from other core courses such as Principles of Biomedical Program.

Measurable Outcome: Overall learning gains will increase on the Biology EOC by 5%. Additionally all subgroups will demonstrate a 5% learning gain.

Monitoring: All students enrolled in Biology classes will be progressed monitored to measure learning gains. Progress monitoring will reveal how students are doing on the essential standards and overall achievement. NDHS will use Edgenuity-Biology EOC Course to track student growth in the standards. Additionally students will be able to participate in hands on learning through the use of labs to engage students in learning.

Person responsible for monitoring outcome: Zulma Arguelles-Alvarez (zulma.arguellesalvarez@osceolaschools.net)

Evidence-based Strategy: The Biology curriculum will focus on the essential standards and offer hands on relevant experiences for all students. The Biomedical Science classes will support the instruction in the shared essential standards.

Rationale for Evidence-based Strategy: Research has shown that students who engage in well-designed laboratory experiences develop problem-solving and critical-thinking skills, as well as gain exposure to reactions, materials, and equipment in a lab setting.

Action Steps to Implement

There are several components for successful implementation of this goal. The first being that students are scheduled to take Biomedical Science prior to taking the Biology 1 course. This course will help provide the foundational skills and background knowledge to be successful in understanding key concepts in Biology

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

Work closely within the Science department to collaboratively plan, ensuring that the essential standards are being addressed and that hands-on experiential learning is incorporated in both classes.

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

Progress Monitor to ensure mastery of essential standards using Edgenuity Biology EOC course.

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

Provide opportunities for remediation to students through Tiger Tutoring and the use of Study Island.

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

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	During an analysis for the 2021 State FSA ELA assessment, it was determined that grade 9 achievement results dropped significantly from 2019 by 9 points - from 75% to 66% pass rate. Grade 10 also saw a decline in achievement results by 1 point - 73% to 72%. Previous ESSA data indicated that only 36% of our ELL students were proficient in achieving the English Language.
Measurable Outcome:	75% of all NDHS students will demonstrate reading learning gains. In addition, all lowest quartile subgroups will increase in learning gains by 15% points .
Monitoring:	All English Language Learners and L25 students will be monitored for racing achievement using periodic Lexile scores to indicate reading growth.
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 targeted remediation either with the Reading Interventionist and/or the ELL paraprofessional. Our English Language Learner support team works with students and teachers to ensure that the individual needs of the students are being met. Differentiated instructional practices ensure that the language development needs of the EL student are being met. 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.....comprehension should increase for all students, thus increasing school-wide reading achievement. Whenever instruction is intentional, research-based, and integrated, students benefit (Urquhart & Frazee, 2012).
Strategy:	Urquhart, V., & Frazee, D. (2012). Teaching reading in the Content Area: If Not Me, Then Who? ASCD.

Action Steps to Implement

Teachers will progress monitor students for learning gains throughout the school year.
 PLC's will focus on analyzing data
 Professional Development in ELL, ESE, and Literacy Strategies will be provided throughout the year for teachers.
 Academic Vocabulary will be explicitly taught in all content areas.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

New Dimensions High School did not report any incidents to the State of Florida last year. We will continue to provide a safe learning environment for all students and staff.

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.

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 a 4x4 block schedule, it aligns with the college experience. Teachers and staff communicate high expectations for all students that are outlined in our belief statement:

Every student can be successful

Every student 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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

NDHS strives to involve all stakeholders in the planning, review, and improvement of Title I programs and our parent Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan parents are asked for their input on activities and training provided by the school. The plan contains monthly family engagement activities along with mini-workshops for parents.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$79,679.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	100-Salaries	0853 - New Dimensions High School	Title, I Part A		\$29,000.00
			Notes: Title 1 Paraprofessional			
	5000	100-Salaries	0853 - New Dimensions High School	Title, I Part A		\$30,000.00
			Notes: Remediation Lab Facilitator			

	5000	100-Salaries	0853 - New Dimensions High School	Title, I Part A		\$12,240.00
			Notes: Extra Periods for Certified Reading Instructor			
	3336	319-Technology-Related Professional and Technical Services	0853 - New Dimensions High School	Title, I Part A		\$8,439.00
			Notes: Achieve3000 used to Progress Monitor L25 students			
2	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math				\$3,312.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	519-Technology-Related Supplies	0853 - New Dimensions High School	Title, I Part A		\$0.00
			Notes: The following programs are being used to progress monitor students - AchieveMath and Edgenuity.			
	5000	100-Salaries	0853 - New Dimensions High School	Title, I Part A		\$3,312.00
			Notes: Extra period - Intensive Math Teacher			
4	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				\$1,250.61
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	510-Supplies	0853 - New Dimensions High School	Title, I Part A		\$1,250.61
			Notes: Parent-Family Engagement Plan			
5	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	319-Technology-Related Professional and Technical Services	0853 - New Dimensions High School	General Fund		\$0.00
			Notes: Edgenuity to progress monitor all students in Science/Biological Skills.			
6	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$0.00
Total:						\$84,241.61