

Polk County Public Schools

New Beginnings High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	26
Positive Culture & Environment	31
Budget to Support Goals	32

New Beginnings High School

3425 LAKE ALFRED RD, Winter Haven, FL 33881

www.newbhs.net

Demographics

Principal: Sharanta Harrington

Start Date for this Principal: 7/10/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Multiracial Students* White Students* Economically Disadvantaged Students*
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk County School Board.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	26
Title I Requirements	0
Budget to Support Goals	32

New Beginnings High School

3425 LAKE ALFRED RD, Winter Haven, FL 33881

www.newbhs.net

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 6-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	Yes	%

School Grades History

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

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SIP Authority

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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.

To create the best educational environment for students who are seeking a New Beginning.

Provide the school's vision statement.

NBHS will transform each student academically and socially into productive, independent members of society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Kessell, Gwen	Principal	The Principal serves as the leader of the school and promotes an inclusive shared vision and mission intended to create a school community that genuinely respects all students and encourages learning experiences for all students to succeed. Also, responsible for implementing, executing, supervising, and reviewing a comprehensive educational and student services program. The principal initiates and supports continuous improvement processes and a multi-tiered system focused on students' opportunities for academic success and wellness.
Smith, Leslie	School Counselor	The Guidance Counselor promotes academic student success, provides preventative services and responds to identified student needs by implementing a comprehensive plan that addresses progress for all students. The major function of this role is to ensure that students are meeting academic goals and fulfilling all State of Florida graduation requirements. Upon enrollment, every student meets with the Director of Academic Progress to develop an academic plan and class schedule based on the student's academic history and other mitigating factors. In this role, evaluation and interpretation of all academic performance data is used to create individualized, prescriptive academic plans. The guidance counselor also works with the entire staff implementation of drop out prevention strategies.
McGriff, Darrence	Other	The role of Pilot Director is to distribute federal, state, and district information as it pertains to policy and practice. This distribution takes place through the facilitation of meetings and teacher-led training. Weekly meetings are held with both Principal and department heads to distribute information, work through issues, and/or concerns that arise. Instructional coaches are responsible for the collaboration of departments and coordinating training for the faculty and staff. Their group collaboration ensures that maximum effectiveness is achieved by offering training that touch upon the current and future needs of our students.
Pena, Grisselle	Assistant Principal	The DAA/Assistant Principal ensures the school based team is implementing MTSS through the combination of meaningful collaborative teamwork, clear measurable implementation goals of intervention support through documentation, performance of staff, analyzing of student achievement data and identifying areas for improvement and actions for change to be initiated. The DAA's responsibilities include consistent communication with parents about school based RtI/MTSS activities; ensures and participates in all professional development to support MTSS

Name	Position Title	Job Duties and Responsibilities
		implementation; provides professional development and support to teachers and staff regarding data management and implementation. The role of the DAA ensures that every student receives the highest quality instruction each day. This includes creating a learning focused environment where teachers are given the necessary tools to deliver the highest quality of instruction daily.
Paludo, Willie	School Counselor	The Guidance Counselor promotes academic student success, provides preventative services and responds to identified student needs by implementing a comprehensive plan that addresses progress for all students. The major function of this role is to ensure that students are meeting academic goals and fulfilling all State of Florida graduation requirements. Upon enrollment, every student meets with the Director of Academic Progress to develop an academic plan and class schedule based on the student's academic history and other mitigating factors. In this role, evaluation and interpretation of all academic performance data is used to create individualized, prescriptive academic plans. The guidance counselor also works with the entire staff implementation of drop out prevention strategies.
Clay, Laurisa	Other	Oversees all student support services to include counseling, student and parent advocacy, mental health services, transportation, student probation and legal support. These foundational support services enable student academic and post secondary success. The Director of Customer Service also serves as Title I Coordinator. In this role there is constant communication with students, staff, parents/guardians, to ensure services are coordinated and delivered to provide a link between school, home, and community.
Tucker, Theron	Attendance/Social Work	Provides quality services and expertise on student related issues, assess student's needs, situations, strengths, and support networks to determine and provide support. Link student-services and community agencies to the school and families in support of students academic, emotional wellness, social and behavioral development. Provide support services by visiting the homes of NBHS students who have not been in attendance and/or truant.

Demographic Information

Principal start date

Saturday 7/10/2021, Sharanta Harrington

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.*

0

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.*

0

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

1,017

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

6

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

0

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	1	15	54	167	269	230	281	1017	
Attendance below 90 percent	0	0	0	0	0	0	0	5	16	58	80	77	86	322	
One or more suspensions	0	0	0	0	0	0	0	1	2	11	14	15	9	52	
Course failure in ELA	0	0	0	0	0	0	0	2	4	42	50	35	36	169	
Course failure in Math	0	0	0	0	0	0	0	3	3	41	48	35	37	167	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	11	35	98	154	129	130	557	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	12	37	95	131	75	62	413	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	11	35	98	154	129	130	557	

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	11	35	107	153	112	99	517	

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	1	7	26	78	131	76	93	412	
Students retained two or more times	0	0	0	0	0	0	1	9	28	86	135	93	110	462	

Date this data was collected or last updated

Friday 7/9/2021

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	4	16	69	164	257	211	182	903	
Attendance below 90 percent	0	0	0	0	0	0	0	7	16	60	91	65	54	293	
One or more suspensions	0	0	0	0	0	0	0	1	6	22	37	26	4	96	
Course failure in ELA	0	0	0	0	0	0	0	1	1	17	22	15	5	61	
Course failure in Math	0	0	0	0	0	0	0	1	0	7	3	4	7	22	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	2	11	49	95	171	128	97	553	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	3	11	49	102	150	117	89	521	

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	6	15	53	81	64	37	256

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	4	6	26	81	135	100	56	408	
Students retained two or more times	0	0	0	0	0	0	2	9	42	85	139	109	76	462	

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	4	16	69	164	257	211	182	903	
Attendance below 90 percent	0	0	0	0	0	0	0	7	16	60	91	65	54	293	
One or more suspensions	0	0	0	0	0	0	0	1	6	22	37	26	4	96	
Course failure in ELA	0	0	0	0	0	0	0	1	1	17	22	15	5	61	
Course failure in Math	0	0	0	0	0	0	0	1	0	7	3	4	7	22	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	2	11	49	95	171	128	97	553	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	3	11	49	102	150	117	89	521	

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	6	15	53	81	64	37	256	

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	4	6	26	81	135	100	56	408	
Students retained two or more times	0	0	0	0	0	0	2	9	42	85	139	109	76	462	

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					47%	56%		46%	56%
ELA Learning Gains					46%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		39%	44%
Math Achievement					43%	51%		44%	51%
Math Learning Gains					45%	48%		42%	48%
Math Lowest 25th Percentile					44%	45%		38%	45%
Science Achievement					58%	68%		65%	67%
Social Studies Achievement					61%	73%		63%	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
06	2021					
	2019	0%	48%	-48%	54%	-54%
Cohort Comparison						
07	2021					
	2019	0%	42%	-42%	52%	-52%
Cohort Comparison		0%				
08	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				
09	2021					
	2019	8%	45%	-37%	55%	-47%
Cohort Comparison		0%				
10	2021					
	2019	0%	42%	-42%	53%	-53%
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison						
07	2021					
	2019	0%	39%	-39%	54%	-54%
Cohort Comparison		0%				
08	2021					
	2019	0%	35%	-35%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	0%	41%	-41%	48%	-48%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	4%	54%	-50%	67%	-63%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	70%	-70%	71%	-71%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	15%	57%	-42%	70%	-55%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	6%	50%	-44%	61%	-55%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	4%	53%	-49%	57%	-53%

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring process enables the school to track student learning progress. However, the unique daily entry of students at NBHS, frequent withdrawals, and inconsistent attendance/student population mobility require teachers to monitor students' progress daily. Students enter the program with reading and math skills below grade level, hoping to obtain the necessary credits to advance; however, the actual credits obtained do not reflect the correct grade level of individuals. Therefore, Edgenuity was used as a progress monitoring tool to assess students' immediate and academic needs.

A student's initial progress is monitored upon entry into the organization. The process is conducted through Edgenuity. Students are assessed upon enrolling in reading, mathematics, science, and/or history and civics courses to determine their true academic level. These data are used by teachers to plan and supplement lessons for students. Monitoring progress at the midpoint and at the end of the year is based on duration and frequency that users log into Edgenuity. This differs from one student to another. However, data for less than ___ % of students are noted due to the aforementioned variables.

Students are permitted to re-take assessments to achieve mastery. Thus, any "passing data" reported here for the 2020-2021 year may not be accurately representative of initial scores. A plan for a more "formal" progress monitoring procedure will be included in the 2021-2022 NBHS assessment plan. All NBHS students are identified as economically disadvantaged. SWD and ELL data were not available within Edgenuity at the time of this report.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	1	n/a	1
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	n/a	0
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5	n/a	3
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	n/a	1
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	1	n/a	1
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	24	n/a	13
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	n/a	3
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	n/a	5
Science	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
	All Students	11	n/a	5
	Economically Disadvantaged	n/a	n/a	n/a

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	63	n/a	48
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
Biology	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
US History	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a		
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	71	n/a	58
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	n/a	40
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	n/a	49
Biology	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
US History	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	66	n/a	53
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	n/a	31
	Economically Disadvantaged	n/a	a/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77	n/a	48
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	n/a	7
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a

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
SWD										27	
ELL										20	
BLK										16	6
HSP	7									18	
MUL										8	

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
WHT	5									13	15
FRL		31					27			13	7
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD		30		3	20		7			12	
ELL				8						7	
BLK		9					6	4		7	
HSP	4	36		7	33			13		9	
MUL										13	
WHT				10						15	7
FRL	3	19		7	18		11	18		8	5
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

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	17
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	7
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	136
Total Components for the Federal Index	8
Percent Tested	17%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	9
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	10

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	7
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	6
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	8
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	8
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	13
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The data from the 2019 FSA and EOC indicate a trend of low academic/below grade level performance across all grade levels, subgroups, and core content areas. It is important to remember that one major area of concern for NBHS is low/inconsistent attendance. This leads to frequent disruptions in the acquisition of content knowledge by students who are not present in class.

Additionally, students who do not complete coursework or do not submit assignments are lacking foundational skills in one or more content areas. The major trend negatively affecting all grade levels and subgroups across content areas is low reading performance.

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

All content areas reported in the 2019 FSA and EOC state assessments are in need of improvement. Approximately 85% of all students, regardless of grade, subgroup, or content area, scored a level 1 on any FSA test with the remaining 15% scoring level 2. No student scored above a level 2 including any re-take of any test. No student scored above a level 2 on any reported EOC during the same testing period.

Math requires reading to comprehend instructions, word problems, multi-step operations, and higher level thinking. Issues related to math also include lack of basic foundational skills including rudimentary math fact knowledge, computational skills, math vocabulary, multi-step operations, algebraic thinking, and geometry. Science requires content specific vocabulary and is built of extensive prior knowledge.

American History requires a foundation of knowledge that would have been introduced in elementary and middle school including vocabulary and historical background. These are difficult for many of our students, especially our ELL students who are struggling with second language / academic language acquisition, and for other students who have large gaps in their prior learning.

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

Attendance is the primary contributing factor to meeting these needs for improvement. Students cannot successfully learn if they are not in school. Gaps in learning / knowledge acquisition occur if a student is not in class. Unfortunately, NBHS students are faced with many attendance challenges. Our enrollment is "open" with new students entering on an almost daily basis. Other students are working or may have family obligations that result in missing school for extended periods of time. It is essential that NBHS makes

a concerted effort to identify those students who are frequently/chronically absent, reach out to them, determine a pathway to overcome the barrier to their attendance, and then provide them with the support services to catch up on missed work so they can become successful in reaching their learning goals.

Low reading performance is the other major contributing factor to meeting these needs. Many, if not most of our students come to NBHS with below-grade-level reading and/or are reluctant readers. Lack of confidence in reading is a major contributing factor in poor performance in school and as a result, many of our students are in need of intensive support in basic reading fundamental skills and vocabulary development and reading comprehension. Our existing intensive reading intervention program will need to be expanded to meet the growing needs of this student population to include both face-to-face and virtual one-on-one live sessions with a reading support specialist in order to help students gain the skills they need to be successful.

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

The 2019 FSA/EOC data showed no improvement from the previous school year. The score levels of 1 and 2 in all tested areas remained virtually the same. The analysis of the 2020-2021 progress monitoring data must once again be viewed through the lens of the previously presented information relating to NBHS policy of permitting students to re-take assessments until 80% mastery is obtained.

However, there are several explanations for the lack of academic progress as measured by FSA/EOC and/or progress monitoring assessments due to the Covid-19 pandemic and subsequent shutdown, virtual learning, and hybrid scheduling,

1. The forced shutdown as of March 13, 2020 came without warning and resulted in NBHS, like other schools, having to develop an emergency action plan.
2. The move to Edgenuity and Schoology happened abruptly for teachers and students.
3. Most of our students are from low SES families and lack personal technology or internet access.
4. Our south campus students are even more remote and live in an area without wide-spread broadband internet.
5. Some of our students lacked the initial understanding of how to efficiently access their lessons and assignments.
6. Additionally, many students were displaced / became homeless during the pandemic and thus the school lost contact with them.

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

As previously stated in section "d" above, there were no improvements in the FSA/EOC scores between 2018-2019 or in the progress monitoring data during the 2020-2021 school year. However, NBHS did implement a number of initiatives to attempt to improve access to learning during the period of time between March 13, 2020 and the end of the 2019-2020 school year when all students were "virtual" and the 2020-2021 school year where students were given the option of continuing with virtual learning or enrolling in a "hybrid" model where they attended on-campus classes for 2 hours per day and continued with the remainder of their learning through Edgenuity and Schoology at home.

NBHS implemented the following initiatives to assist students with technology needs during the spring 2020 shutdown and hybrid re-opening in 2020-2021:

1. Students who needed technology were provided students with school owned laptops
2. School busses were equipped as mobile "hot spots" and dispersed throughout the county. The

Polk County School Board also dispersed similar school bus internet hot spots, especially in more rural areas.

3. Some students were provided internet access points school busses and "mi-fi" internet hot spots for personal use

4. School internet remained active. Thus, transportation to the school to use the internet was provided to students who desired to use that service.

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

The following strategies will need to be implemented in order to accelerate student learning:

Identify critical skills and concepts that students lack and provide scaffolds to address those skills.

Provide teachers and leaders with ongoing professional development to support instruction to all students, including understanding how to diagnose and address student needs.

Review and create structures to accelerate student learning within the context of high-quality instructional materials (e.g., summer learning, intense tutoring, refining or revising existing policies, procedures, and programs).

Provide time for prerequisite skills to be integrated into curriculum.

Design flexible learning environments that anticipate the varied abilities of learners and provide multiple approaches to curriculum implementation using collaboration, differentiated and small group instruction.

Uses students' interests to drive engagement and fosters deeper learning.

Implement a grade-level curriculum that streamlines curriculum.

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.

The professional development opportunities that will be provided at the school to support teachers and leaders include trainings that extend beyond classroom instruction. Opportunities will be designed to support the vision of the school with clear articulate goals for sustainable change and improvement. In addition, professional developments will provide a strong framework for leadership knowledge as well as support students with opportunities to further their education and develop skills to compete in a global environment.

Teachers will receive training on methods of instruction so that students will be better equipped to master challenging content, learn problem-solving, develop effective communication and collaborative skills, and be self-driven. Teaching these skills require teachers to refine their pedagogic approaches with professional development. Exposure to new delivery methods and evaluation styles will assist teachers become more adept at presenting and evaluating courses.

Professional development will also focus on instructional strategies for classroom context and subject matter. In particular, the elements will address developing discipline-specific curricula and teaching methods in areas such as mathematics, science, and literacy.

Furthermore, teachers will learn the best practices by reviewing curricular and instructional models of effective methods. In addition to lesson and unit plans, teachers will review models that include sample student work, observations of other teachers, videos, and written examples of effective

teacher instruction.

Finally, teachers will receive support and coaching to involve sharing of content and evidence-based practices, tailored directly to the needs of teachers and leaders.

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

NBHS has reinstated face-to-face classroom instruction including the McMillian Direct Instruction curriculum for the 2021-2022 school year. This curriculum is designed to provide diagnostic tools to identify student needs and scaffolded instruction so that students can achieve mastery in core curriculum subjects. Students will be provided with additional support instruction from the support team and extended learning opportunities including virtual/online learning through Edgenuity and Schoology. Teachers will conduct regular weekly Prime Time data conversations with students regarding their progress toward their learning goals including assignment completion, needed remediation or assignment/assessment re-takes. Parents will be informed regularly regarding the student's progress and invited to participate in the data conversations.

Progress monitoring for the past year (2020-2021) was conducted using tools in Edgenuity. It is important to note that NBHS students are encouraged to re-take these assessments until they reach an 80% mastery. Thus, the data reported on the Section II-C of this Needs Assessment may not be a true reflection of a traditional "one-shot" progress monitoring assessment administration.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to 10% increase in course completion

Area of Focus Description and Rationale:	Students will work with teachers to design individual learning goals, expectations, and course completion timelines. These goals and expectations will be reviewed and discussed weekly using Prime Time data chat debriefing activities where teachers will reinforce the goals and work with students to develop differentiated instruction to enable students to work toward mastery and increase achievement and motivate desire to complete courses within established timelines.
Measurable Outcome:	The goal for the 2021-2022 school year is to increase course completion by 10%. Data will be collected and analyzed weekly for each core subject using the Edgenuity learning platform. These data will be discussed with each student during the weekly Prime Time data chat debriefing activities during which time students will be informed of their progress (number of assignments completed / needed) to complete their course on time, their assignment / course grades, assignment / assessment retakes, and any additional assistance needed. Base level mastery grades of A or B for general education students and C for students with disabilities will be accepted.
Monitoring:	All Prime Time data chat debriefing activities will be recorded on a form and uploaded part of their weekly class participation assignment and uploaded into Schoology.
Person responsible for monitoring outcome:	Gwen Kessell (g.kessell@newbhs.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Implementation of a school-wide Incentive Plan that promotes student engagement 2. Provide consistent instructional feedback and progress monitoring to ensure that every student receives an equitable education. 3. Implementation of Schoology by increasing the participation of students, improving teacher effectiveness, infusing school with useful data, and transforming the school into open collaborative teaching and learning environments. 4. Promoting a positive collaboration between parents, students, school, stakeholders, and community
Rationale for Evidence-based Strategy:	An immediate positive impact to the student's self esteem and overall well-being will increase by using a tiered system of support for course completions and academic achievement.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Other specifically relating to 10% increase in attendance

Area of Focus Description and Rationale:	New Beginnings High School believes If attendance is increased by 10%,students will be able to receive the interventions they need to become academically astute. Students who are attending school every day will receive regular academic support. Historically New Beginnings High School students are one or more grade levels behind. Therefore, attendance is a critical need because if they do not come to school, we cannot service them. Students who do not attend school are less likely to complete courses as well as test completion and EOC passing rate will increase and therefore are less likely to earn credits needed to graduate.
Measurable Outcome:	NBHS will increase overall attendance by 10% for the 2020-2021 school year. If we are able to increase attendance, our test scores or EOC passing rate will also increase. NBHS will measure outcomes by testing data and course completions, which will help with school attendance goal and allow opportunities for students growth academically, and through state standardize testing increased rates.
Monitoring:	Student attendance will be monitored daily during each direction instruction class period as well as all online/virtual learning instructional sessions conducted through Edgenuity and Schoology. All classroom teachers will record attendance at the beginning and end of each class period and will include any late arrivals as well as students who leave class early. The attendance officer or designee will record this information in Schoology and provide a summary report at the end of each week to the campus DAA and Principal. This information will also be included in the weekly Prime Time data chats with the students.
Person responsible for monitoring outcome:	Theron Tucker (t.tucker@newbhs.net)
Evidence-based Strategy:	Increase attendance with the use of PBIS strategies, incentive program, and Success Coach. Attendance is the precursor to engagement, learning academic success, and graduation. Students desire individualized attention, feedback on performance, and clear instructions, all of which can lead to greater engagement and lower rates of absenteeism.
Rationale for Evidence-based Strategy:	Student attendance will be a key indicator of success in course completion in the direct instruction curriculum that will be re-instated during the 2021-2022 school year. Students who do not attend class will miss valuable / essential instruction that is key to their successful learning outcomes.

Action Steps to Implement

1. Teachers will conduct regular progress monitoring assessments to identify areas of need and will use this information to plan review and remedial instruction as permitted within the direct instruction program.
2. Provide teachers with additional training in the direct instruction program as needed to ensure instructional fidelity.
3. Monitor teachers regularly to ensure they are actively engaging all students with collaborative learning and not solely relying on technology.

Person Responsible [no one identified]

#3. Other specifically relating to increase the graduation rate by 5%**Area of Focus**

Description and Rationale: It is the goal of NBHS to increase the graduation rate by 5%.

Measurable Outcome:

The promotion rates per grade level will increase by 5%, thereby increasing the overall graduation rate by June 2022 by systematically addressing excessive absenteeism and improving course completion rates.

Monitoring:

Course completion will be monitored consistently to identify any students who are not meeting goals or who are not passing assignments and/or who need to re-take assessments. Additionally, attendance will be monitored to identify students who are not attending class on a regular basis or who are missing specific classes or specific days on a consistent basis. The Prime Time Data chats will be conducted regularly to discuss with students what measures can be taken to assist students with either academic or attendance issues to improve the chances for success in meeting their goals for graduation and a written plan put in place. These plans will be revisited each month with documentation recorded in Powerschool.

Person responsible for monitoring outcome:

Gwen Kessell (g.kessell@newbhs.net)

Evidence-based Strategy:

Increase attendance with the use of PBIS strategies, incentive program, and Success Coach. Attendance is the precursor to engagement, learning academic success, and graduation. Students desire individualized attention, feedback on performance, and clear instructions, all of which can lead to greater engagement and lower rates of absenteeism.

Rationale for Evidence-based Strategy:

1. Using a tiered system of support for both behavior and attendance created more efficient and effective systems. The MTSS process integrated into a 3-tier system that addresses students at risk for poor attendance, students with poor attendance and rising absence rate, and students who are chronically and habitually absent.
2. Extended learning provides credit recovery for a timely graduation and provides students with extended time in a conducive environment that improves academic success.

Action Steps to Implement

1. New Beginnings will continue to fine-tune its student attendance monitoring process and procedures with an increased focus on student attendance data tracking, analysis, and systematic follow-up.
2. Regular home visit conducted by School Social Workers, Administrators, Teachers, and Support Staff.
3. Data collected from student attendance will be reviewed by administrators, social workers, wellness, counselors, and other support staff to aid in the determination of the root causes of attendance problems
4. Work with students and parents to set comprehensive attendance, academic progression, and course completion target goals
5. Parent communication via phone calls and parent conferences.
6. Establish a framework for targeted interventions that enable school leaders to use data to identify

students who need intensive individualized support allowing for interventions at critical stages to grade promotion and/or high school graduation.

7. Ongoing monitoring and data collection regarding course completion and mid-year grade level promotion

Person Responsible Gwen Kessell (g.kessell@newbhs.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.

1. The school leadership meets with individual teachers to review their grade level outcomes by content area and to discuss the teacher's plan for meeting individual student academic needs.

2. Leadership and teacher will communicate the strengths and weaknesses identified in-state assessment data at a variety of levels to include the school, individual grades, as well as classrooms.

3. Teachers will access their student data scores at the beginning of the year to identify our bottom 25% in both Math and ELA. Both Math and ELA will begin to use data chats, progress monitoring, and reading strategies to improve instruction for our bottom 25%.

4. School leaders and teachers will address what instructional strategies and practices are implemented for professional learning and for improving instruction.

5. The school leadership team will evaluate the evidence that the implementation of these strategies has resulted in improving student learning.

6. NBHS will acquire a testing coordinator, to collaborate with Guidance, Director of Academic Affairs, and Guardian Social Workers to mentor students who are within one or more early warning categories. A student who fails into both the categories of attendance below 90% and level 1 on statewide assessments will be continuously monitored through by our GSW and Director of Academic Progress.

7. The school implementation of Schoology provides NBHS with a centralized integrated platform where teachers, students, and parents have access to instructional content to improve education through the use of technology.

8. The Success Coach will provide guidance counseling, counsel, motivate, and advise in order to help all students meet their educational goals.

9. Extended Learning Programs - Students will be offered extended school day and Summer Tutoring. All students have the option to participate in a program.

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.

1. Communicate with all families and the community on a regular basis regarding school-wide events and activities, through school and classroom newsletters, flyers, school website and Facebook page, Remind (texting), and signage on campus.
2. Host an annual Title I meeting to allow all parents and families to learn more about Title I.
3. Share information in English, Spanish, and Creole at parent and family events and workshops, at parent-teacher conferences, and on our school website to aid our ELL parents and families in understanding the school's academic standards and assessments so they can monitor their child academic progress.
4. Provide necessary materials for parents and families at conferences, meetings, and school events to help parents and families work with their children to improve achievement.
5. Conduct staff development on parent and family engagement practices and effective strategies for staff to communicate and build partnerships with parents and families.
6. Provide information for parents and families on individual student assessment results and the interpretation of those results with report cards and at parent-teacher conferences.
7. Ensure that information related to school and parent programs, meetings, and other activities is published in both English, Spanish, and Creole posted on the school website and included in the monthly school newsletter for all parents and families.
8. Collaborate with community leaders and business groups to increase participation and awareness of the school parent and family engagement plan and activities.
9. Listen and respond to feedback for additional support for parent and family engagement activities.
10. Engage all stakeholders including bus drivers, front desk personnel, teachers, paraprofessionals, non-instructional staff, and administrators to foster awareness of student physical and emotional wellness.

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

1. Students: Students should work hard to achieve their goals and understand the importance of education for their future success as productive citizens.
2. Parents/Families: Parents and families should be supportive of their students' efforts to achieve their learning goals and work to remove obstacles that might keep a student from attending school or reaching their goals.
3. Teachers, staff, and administrators: Teachers, and school staff should provide a safe, supportive, positive, and encouraging learning environment where students are free to explore, grow, and learn and become productive citizens.

4. Community partners: Community partners should support the goals of the school by providing resources and opportunities for students to explore career opportunities.

Part V: Budget

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

1	III.A.	Areas of Focus: Other: 10% increase in course course completion	\$0.00
2	III.A.	Areas of Focus: Other: 10% increase in attendance	\$0.00
3	III.A.	Areas of Focus: Other: increase the graduation rate by 5%	\$0.00
Total:			\$0.00