

Alachua County Public Schools

Newberry High School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	16
Planning for Improvement	20
Positive Culture & Environment	0
Budget to Support Goals	0

Newberry High School

400 SW 258TH ST, Newberry, FL 32669

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

Demographics

Principal: James Sheppard

Start Date for this Principal: 6/1/2018

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (54%) 2018-19: B (61%) 2017-18: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Alachua 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	16
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Newberry High School

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	45%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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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.

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

Provide the school's vision statement.

We are an innovative center of excellence, inspiring student success. We will graduate students who have knowledge, skills, and personal characteristics to be life-long learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Sheppard, James	Principal	<ul style="list-style-type: none"> -Supervise the operation and management of all school activities and functions at the assigned school. -Provide leadership in the development and delivery of all educational programs. -Manage and administer the accreditation program for the assigned school. -Develop a plan for short- and long-range instructional and facility needs. -Utilize current research, performance data, and feedback from students, teachers, parents/guardians, and community to make decisions related to improvement of instruction and student performance. -Coordinate program planning with district instructional staff. -Interview and recommend personnel for employment. -Assume responsibility for student suspensions in accordance with board policies and statutes. -Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. -Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events. -Provide leadership in the school improvement process and the implementation of the school improvement plan. -Demonstrate proactive leadership and effective management skills to motivate and gain commitment of staff to facilitate task accomplishment.
Mauldin, Melissa	Assistant Principal	<ul style="list-style-type: none"> -Assist the principal in the administration and supervision of secondary school operations. -Assume administrative responsibility for the school in the absence of the principal. -Develop a master schedule for all students and teachers. -Assist in the development of the school curriculum and implement county and state guidelines. -Monitor ESE program for compliance with state and federal guidelines and statutes. -Evaluate course offerings to determine if student needs are considered and met. -Assist with the administration of all testing programs. -Assist principal with interviews and selection of personnel. -Assist principal in developing personnel assignments and duty rosters. -Supervise facilities and grounds operation. -Supervise co-curricular activities. -Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for the appropriate employment action. -Represent the district in a positive and professional manner and demonstrate support for the school district and its goals and priorities.
Burford, Mark	Dean	<ul style="list-style-type: none"> -Assist in development and implementation of preventive discipline plan. -Provide assistance to administrators, teachers, and staff for behavioral management. -Manage the discipline referral process.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Advise students on appropriate school behavior and follow up with parents/guardians and teachers on results. -Assist administration as an additional resource for classroom management and appropriate student behavior and provide teacher in-service as needed. -Collaborate with students, parents/guardians, school staff, and other appropriate persons to assist in meeting student needs. -Provide accurate and timely information to parents/guardians and students about academic and behavioral performance of students. -Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions. -Supervise students at all times to ensure a safe and orderly environment.
Cheggeh, Natasha	School Counselor	<ul style="list-style-type: none"> -Plan and develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities. -Establish short- and long-range plans based on student needs, as well as school, district, and state priorities. -Communicate goals and services of the counseling program to school administration, staff, students, and parents/guardians. -Review, evaluate, and select a variety of materials to support a well-balanced counseling program. -Establish and follow procedures for appropriate intervention in accordance with school, district, and state laws, rules, and policies. -Demonstrate knowledge of theories, techniques, and instruments used for assessments. -Evaluate counseling program objectives, including using feedback from students, parents/guardians, and staff. -Use relevant assessment data to make recommendations to students, parents/guardians, teachers, and other professionals.
Shelley, Carol	Teacher, K-12	<ul style="list-style-type: none"> -Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative, and evaluative thinking capabilities of students. -Select, develop, modify, and/or adapt materials, technology, and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities. -Identify specific intended learning outcomes that are challenging, meaningful, and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students that is focused on meaningful, relevant, and engaging learning experiences.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting, and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.
Steele, Susan	Instructional Media	<ul style="list-style-type: none"> -Identify, select, and develop short- and long-range goals and objectives for the media program based on student, faculty, and curriculum needs. -Plan with teachers and instructional leaders for the integration of media/information skills into the school program. -Develop schedules and organize resources to allow easy access to information and services. -Plan for the acquisition of materials to enhance learning consistent with the needs of students. -Develop and implement policies and procedures necessary for the efficient and effective operation of the media center. -Administer the media center budget based on program goals and objectives. -Coordinate the selection and acquisition process for media resources and equipment using approved selection policies and procedures. -Provide for use of current technologies. -Facilitate the use, maintenance, repair, and inventory of all media center materials and equipment. -Solicit ongoing feedback from members of the school staff regarding the availability, use, and impact of media materials.
McKinney, David	Teacher, K-12	<ul style="list-style-type: none"> -Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative, and evaluative thinking capabilities of students. -Select, develop, modify, and/or adapt materials, technology, and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities. -Identify specific intended learning outcomes that are challenging, meaningful, and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students that is focused on meaningful, relevant,

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Thomas, Jenise	Teacher, ESE	<ul style="list-style-type: none"> -Serve as Chair for ESE Department. -Collaborate with classroom teachers to plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative, and evaluative thinking capabilities of students. -Collaborate with classroom teachers to select, develop, modify, and/or adapt materials, technology, and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities. -Identify specific intended learning outcomes that are challenging, meaningful, and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students that is focused on meaningful, relevant, and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Collaborate with ELA teacher(s) to assist students in assessing, interpreting, and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate. -Provide for use of current technologies.
Burkett, Amanda	Teacher, K-12	<ul style="list-style-type: none"> -Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative, and evaluative thinking capabilities of students. -Select, develop, modify, and/or adapt materials, technology, and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities. -Identify specific intended learning outcomes that are challenging,

Name	Position Title	Job Duties and Responsibilities
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Disabb, Molly	Teacher, K-12	<ul style="list-style-type: none"> -Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative, and evaluative thinking capabilities of students. -Select, develop, modify, and/or adapt materials, technology, and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities. -Identify specific intended learning outcomes that are challenging, meaningful, and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students that is focused on meaningful, relevant, and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting, and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.
Sheets, Richard	Teacher, K-12	<ul style="list-style-type: none"> -Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative, and evaluative thinking capabilities of students. -Select, develop, modify, and/or adapt materials, technology, and resources to support learning objectives and address students' learning styles and special needs.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities. -Identify specific intended learning outcomes that are challenging, meaningful, and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students that is focused on meaningful, relevant, and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting, and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.
Garvin, Stephanie	Instructional Coach	<ul style="list-style-type: none"> -Develop, lead, and evaluate ELA core content standards/programs. -Collaborate with ELA teachers and school administrators to identify systematic patterns of student need to determine appropriate, evidence-based intervention strategies. -Collaborate with ELA teachers and school administrators to design, implement, and analyze progress monitoring achievement data. -Develop and provide professional development for ELA teachers, specifically related to improving students' reading proficiency and overall achievement. -Serve as a member of the school-wide Literacy Leadership Team (LLT)

Demographic Information

Principal start date

Friday 6/1/2018, James Sheppard

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 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.*

8

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

739

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	218	196	168	157	739	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	55	36	31	24	146	
One or more suspensions	0	0	0	0	0	0	0	0	0	38	35	20	16	109	
Course failure in ELA	0	0	0	0	0	0	0	0	0	23	59	27	40	149	
Course failure in Math	0	0	0	0	0	0	0	0	0	16	38	25	23	102	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	67	36	41	0	144	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	59	0	0	0	59	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	67	36	41	0	144	

Using the table above, complete the table below with the number of students by current grade level who have 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	82	61	55	30	228

Using current year data, complete the table below with the number of students identified as being "retained.":

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	5	0	0	2	7

Date this data was collected or last updated

Monday 8/15/2022

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	189	172	185	146	692	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	26	28	20	91	
One or more suspensions	0	0	0	0	0	0	0	0	0	7	5	6	1	19	
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	38	53	35	141	
Course failure in Math	0	0	0	0	0	0	0	0	0	12	32	38	9	91	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	25	44	42	23	134	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	29	41	36	40	146	
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	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	29	54	61	35	179	

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	2	2	3	7	

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	189	172	185	146	692
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	26	28	20	91
One or more suspensions	0	0	0	0	0	0	0	0	0	7	5	6	1	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	38	53	35	141
Course failure in Math	0	0	0	0	0	0	0	0	0	12	32	38	9	91
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	25	44	42	23	134
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	29	41	36	40	146
Number of students with a substantial reading deficiency	0	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	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	29	54	61	35	179

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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	2	2	3	7

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	50%	58%	52%				57%	59%	56%
ELA Learning Gains	46%	51%	52%				52%	52%	51%
ELA Lowest 25th Percentile	36%	33%	41%				40%	39%	42%
Math Achievement	48%	48%	41%				48%	54%	51%
Math Learning Gains	44%	47%	48%				60%	54%	48%
Math Lowest 25th Percentile	38%	41%	49%				56%	48%	45%
Science Achievement	63%	65%	61%				64%	68%	68%
Social Studies Achievement	77%	72%	68%				80%	75%	73%

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

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
2022					
2019	64%	66%	-2%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	71%	6%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	56%	-31%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	48%	-5%	57%	-14%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	8	15	13	5	21		11	50		96	9
BLK	29	34	30	26	46	42	32	50		97	6
HSP	49	58		50	50		62	76		100	32
MUL	58	56		30			73			100	40
WHT	57	47	40	57	43	31	78	91		98	57
FRL	36	43	37	36	39	41	44	61		99	27
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	11	41	42	9	33	29	29	64		100	28
BLK	26	46	55	21	44	37	32	52		97	33
HSP	64	69		47	34		46	71		100	32
MUL	55	68		17	39					100	42
WHT	61	60	54	42	36	35	75	79		100	57
FRL	39	56	63	26	34	30	54	59		99	35
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	38	43	29				58		94	35
BLK	32	43	36	24	37		22	54		97	34
HSP	55	54		50			69	82		93	71
MUL	60	52		53			80	100			
WHT	66	55	41	57	64	59	76	85		99	63
FRL	43	45	37	43	63	55	43	75		99	44

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Newberry High School has seen a decrease in student achievement, learning gains, and learning gains for students in the lowest 25th percentile for English Language Arts (ELA) over the past three assessment years (2019, 2021, and 2022). Overall Math achievement decreased from 48% in 2019 to 35% in 2021, but it increased again to 48% in 2022. Math learning gains and learning gains for students in the lowest 25th percentile, as well as Science and Social Studies achievement, increased from 2021 to 2022. However, those rates are still below achievement and learning gains for the same subject areas in 2019. Students in the Students with Disabilities, Black/African American, and Economically Disadvantaged (based on eligibility for free/reduced-price lunch) subgroups demonstrated achievement gaps in ELA, Math, Science, and Social Studies compared to school-wide achievement. Students in the Students with Disabilities and Black/African American subgroups experienced achievement gaps in ELA learning gains and ELA learning gains for the lowest 25th percentile compared to school-wide ELA learning gains. Students in the Students with Disabilities and Economically Disadvantaged subgroups demonstrated an achievement gap in Math learning gains compared to school-wide Math learning gains while students in the Black/African American subgroup demonstrated greater Math learning gains (46%) compared to Math learning gains school-wide (44%).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The areas with greatest need for improvement are the achievement gaps experienced by students in the Students with Disabilities subgroup and students in the Black/African American subgroup in all core subject areas. Students in the Students with Disabilities subgroup experienced achievement gaps ranging from 27 (Social Studies) to 52 (Science) percentage points compared to school-wide achievement. This student subgroup's overall achievement (25%) fell below the federal threshold (41%) for the third consecutive year. Students in the Black/African American subgroup experienced

achievement gaps ranging from 21 (ELA) to 31 (Science) percentage points compared to school-wide achievement. Overall achievement for this subgroup was 39 percent (39%), which places this subgroup's overall achievement below the federal threshold (41%).

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

Factors contributing to the achievement gaps experienced by students in the Students with Disabilities and Black/African American subgroups may include a lack of opportunities for students to take advanced courses and/or a sense of intimidation students in one or both of these subgroups may feel about taking advanced courses and their respective exams. To close achievement gaps, school leaders provided more opportunities for students to take advanced courses and encouraged students to take advantage of those opportunities in the 2021-2022 school year. One such opportunity was to enroll all twelfth-grade students not registered for the AP English Literature class in the AICE English General Paper course, replacing English IV and English IV Honors. That practice will continue for the 2022-2023 school year. In addition to increased access, school leaders will provide students and families with information regarding benefits of advanced courses and additional resources to foster acclimation for students and families into a more rigorous learning experience.

Furthermore, school leaders, teachers, and staff should identify and implement inclusive, research-based instructional strategies designed to meet the needs of diverse learners. Consistently implementing Universal Design for Learning (UDL) strategies in all core content classes and providing necessary scaffolding to help students achieve learning gains are examples of such strategies. School leaders will encourage teachers to increase implementation of collaborative and cooperative learning structures and activities, as well as data chats and progress monitoring, in their classes to help students connect more deeply with the material and take ownership of their learning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The greatest improvement in student achievement for 2022 was seen in Math achievement. Overall Math achievement dropped by 13 percentage points from 2019 (48%) to 2020 (35%), and increased again by 13 percentage points in 2022 (48%), regaining the learning loss demonstrated during the pandemic. Math learning gains and Math learning gains for the lowest 25th percentile also increased from 2021 to 2022. School-wide Math learning gains increased from 38% (2021) to 44% (2022), and school-wide Math learning gains for the lowest 25th percentile increased from 36% (2021) to 38% (2022).

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

Newberry High School continued following previous adjustments made in Mathematics course progression, offering students the opportunity to take Liberal Arts Math before Algebra I as an extra support in preparation for the Algebra I course and its end-of-course (EOC) exam. Students were also provided the opportunity to take Informal Geometry before Geometry. In both instances, students with a demonstrated history of Math deficiency in previous state-wide Mathematics assessments were given the opportunity to develop knowledge and skills in Mathematics courses that provided the additional knowledge and practice needed for students to perform to the high standards of FSA/EOC assessments in Algebra I and Geometry. Students taking Liberal Arts Math took the Algebra I EOC, and students taking Informal Geometry took the Geometry EOC. In the second semester of the 2021-2022 school year, school leaders created a course for 11th- and 12th-grade students who had not yet passed the Algebra I EOC or Geometry EOC to provide those students with extra supports in preparation of achieving a passing score. Algebra 1 and Geometry teachers also provided after-school tutoring sessions two days per week for seven weeks prior to the Algebra 1 EOC and Geometry EOC that

included targeted interventions and support for students that did not show consistent growth toward mastery in quarterly progress monitoring.

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

To continue to improve and accelerate learning, Newberry High School will provide the Cambridge International program's Advanced International Certificate of Education (AICE) English General Paper class in place of the standard English IV and English IV Honors classes for all twelfth-grade students not enrolled in AP English Literature. Additionally, all teachers at Newberry High School will plan lessons and assessments that are aligned to state standards and that intentionally and strategically keep all students engaged in their own learning process. Students should know upon entering each class what material will be covered in the lesson (objective), how the material is tied to state standards for the given course (standards/benchmarks), and what they are expected to do in order to successfully demonstrate mastery of the knowledge and/or skills addressed in the given lesson (agenda). Teachers will display this information for daily lessons in their classroom and may also include it in online platforms (Canvas, Google Classroom). Teachers will also utilize progress monitoring data to help students gauge their own learning and set goals for continued improvement.

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 at Newberry High School will participate in professional development (department, school, and district opportunities) geared toward implementing state standards in lessons and assessments. Teachers will also be provided opportunities to participate in data chats with school and district leaders to prepare for data chats with students using progress monitoring data from Reading Plus (curriculum for Reading classes), the Alachua County Public Schools District's Common Assessments for Progress Monitoring (CAPM) and Florida's Assessment of Student Thinking (F.A.S.T.).

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

Newberry High School will implement new Math courses and curriculum for the 2022-2023 school year. Students will be able to take Algebra 1A before taking Algebra 1 and Math for College Liberal Arts before taking Geometry in order to provide additional time and support for students before taking the Algebra 1 EOC and Geometry EOC.

A district literacy specialist will be at Newberry High School one day per week to help English and Reading teachers to promote standards-based lesson planning and assessment and to implement new state standards/benchmarks using newly adopted curriculum. The school will continue to provide High Dosage Tutoring for students in Reading 1 and Reading 2 classes to provide targeted interventions for individual students. Reading 1 and Reading 2 classes will implement Reading Plus, a new computer-based curriculum that is student-centered, data-driven, and aligned to state ELA standards/benchmarks. Additionally, Math and ELA teachers will provide after-school tutoring for students to help increase student success in the classroom and on state assessments.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The Students with Disabilities subgroup was one of two student subgroups that fell short of the federal threshold of 41% achievement in 2022. Because this subgroup had an overall achievement of 25%, Newberry High School was identified for Targeted Support and Improvement (TS&I). This subgroup has fallen below the 41% achievement threshold for three years. Therefore, the school will continue to work toward the goal of closing the achievement gap for students in this subgroup.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Newberry High School aims to achieve a minimum of 41% achievement for students in the Students with Disabilities subgroup for the 2022-2023 academic year.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

School administrators, teachers, and staff will work together with students and parents/guardians to ensure students' IEP accommodations and goals are met. Accurate performance and needs assessments for students in the Students with Disabilities subgroup will ensure appropriate placement in courses, as well as the implementation of appropriate supports and accommodations for students.

Person responsible for monitoring outcome:

James Sheppard (sheppajh@gm.sbac.edu)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Newberry High School will consistently provide students with a rigorous learning environment and high expectations for student success. Teachers will implement research-based instructional and assessment strategies, such as those associated with Universal Design for Learning (UDL), and will focus on improving student engagement in all classes.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

UDL strategies help teachers remove barriers to instruction, learning, and assessment for diverse student populations. When teachers provide student-centered lessons and assessments, student engagement and achievement improve.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Regularly scheduled Individual Education Program (IEP) team meetings to monitor student needs and progress and to provide specific feedback for individual students in the Students with Disabilities subgroup.

Person Responsible Melissa Mauldin (mauldimd@gm.sbac.edu)

Schedule student classes in the least restrictive environment (LRE).

Person Responsible Melissa Mauldin (mauldimd@gm.sbac.edu)

Provide professional development opportunities as needed related to UDL and standards-based instruction and assessment.

Person Responsible James Sheppard (sheppajh@gm.sbac.edu)

Encourage and support parent/guardian involvement in their student's IEP team meeting(s) and direct communication, as needed, with their student's teachers.

Person Responsible Melissa Mauldin (mauldimd@gm.sbac.edu)

Teachers will use data from classroom formative assessments, as well as district and state progress monitoring, to identify areas of need for students and implement effective instructional and behavioral interventions.

Person Responsible James Sheppard (sheppajh@gm.sbac.edu)

#2. ESSA Subgroup specifically relating to Black/African-American**Area of Focus**

Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students in the Black/African American subgroup experienced achievement gaps compared to the overall student population in ELA, Math, Science, and Social Studies. In 2022, 29% of students in the Black/African American subgroup demonstrated achievement (scoring at a Level 3, 4, or 5) in ELA, compared to 50% of students school-wide. Twenty-six percent (26%) demonstrated achievement in Math, compared to 48% of students school-wide. Thirty-two percent (32%) demonstrated achievement in Science, compared to 63% school-wide. Fifty percent (50%) demonstrated achievement in Social Studies, compared to 77% school-wide.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Reduce the achievement gaps in ELA, Math, Science, and Social Studies experienced by students in the Black/African American subgroup compared to overall student achievement in each of those subjects by five percent.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Regular review of quarterly formative assessments (CAPM, F.A.S.T.) and data chats with school leaders and teachers to determine to what extent achievement gaps experienced by students in the Black/African American subgroup are closing and identify areas where more emphasis should be made in classroom instruction.

Person responsible for monitoring outcome:

James Sheppard (sheppajh@gm.sbac.edu)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will continue to expand their use of UDL strategies and differentiated instruction and provide equitable access to resources that meet the needs of all learners.

Rationale for

Evidence-based

Strategy:

Explain the rationale for

UDL strategies are research-based, student-centered instructional and assessment strategies that provide students with opportunities to learn and demonstrate knowledge and skills in ways that are meaningful to them and align with their unique learning needs.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Explicit communication of high expectations for all students.

Person Responsible James Sheppard (sheppajh@gm.sbac.edu)

Engage all students in rigorous, standards-based curricula.

Person Responsible James Sheppard (sheppajh@gm.sbac.edu)

Strategies to build faculty collective efficacy, such as a school-wide Professional Learning Community (PLC) and Professional Development Plan (PDP).

Person Responsible Melissa Mauldin (mauldimd@gm.sbac.edu)

Implement strategies and classroom procedures to create a safe and supportive learning environment for all students.

Person Responsible James Sheppard (sheppajh@gm.sbac.edu)

Support students from traditionally underrepresented populations in advanced courses.

Person Responsible Melissa Mauldin (mauldimd@gm.sbac.edu)

Expand course offerings, such as AP Capstone, AICE English General Paper, virtual classes, and dual enrollment to target underrepresented populations and open access to magnet program courses for major program students.

Person Responsible James Sheppard (sheppajh@gm.sbac.edu)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

A positive school culture and environment reflect: a supportive and fulfilling learning environment; learning conditions that meet the needs of all students; stakeholders 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 is critical. Stakeholder groups more proximal to the school include teachers, students, 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. Collaborating with various stakeholder groups is critical for formulating a statement of vision, mission, values, and goals and for designing and implementing school improvement strategies.

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

At Newberry High School, we are proud of the programs and services we offer our students and encourage them to take full advantage of every available opportunity. Parents/guardians and other community stakeholders are invited to become involved in the school to positively impact the learning community through volunteer programs, booster programs, and the support of extracurricular activities. Faculty and administration work hard to inform parents and other stakeholders about school policies, procedures, and services. Our school website, Facebook page, and other media outlets are utilized to help us accomplish this goal. All students, regardless of age, grade, or other demographics, will find something at Newberry High School to keep them engaged and learning. Newberry High School will take steps to become a PBIS (Positive Behavior Interventions and Support) school this year. The school's Discipline Committee will serve as the initial PBIS leadership team, meeting monthly to discuss school safety and security and other discipline issues and to promote building positive relationships and a school environment that supports all students. The school-wide PLC (Professional Learning Community) will focus on building capacity for trauma-informed, restorative practices for the overall wellbeing of students, teachers, and staff. We look forward to a productive school year each and every year and understand stakeholder involvement is key to all of our success.