

Alachua County Public Schools

Newberry High School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	20
Title I Requirements	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: 9/16/2019

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	49%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (56%) 2016-17: C (52%) 2015-16: B (54%) 2014-15: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Alachua County School Board on 10/15/2019.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	C	B

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

We will graduate students who have knowledge, skills, and personal characteristics to be life long learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members fo the global community.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

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

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

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

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

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

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

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	180	169	157	155	661	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	19	13	14	24	70	
One or more suspensions	0	0	0	0	0	0	0	0	0	11	7	6	6	30	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	11	22	16	15	64	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	54	61	41	42	198	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	23	25	13	17	78

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

32

Date this data was collected or last updated

Monday 9/16/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	22	37	27	108
One or more suspensions	0	0	0	0	0	0	0	0	0	13	12	14	8	47
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	10	24	10	13	57
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	41	51	33	22	147

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	22	33	27	40	122

Part II: Needs Assessment/Analysis
School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	57%	59%	56%	53%	57%	53%
ELA Learning Gains	52%	52%	51%	61%	54%	49%
ELA Lowest 25th Percentile	40%	39%	42%	54%	42%	41%
Math Achievement	48%	54%	51%	35%	47%	49%
Math Learning Gains	60%	54%	48%	28%	41%	44%
Math Lowest 25th Percentile	56%	48%	45%	24%	32%	39%
Science Achievement	64%	68%	68%	60%	65%	65%
Social Studies Achievement	80%	75%	73%	72%	74%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	180 (0)	169 (0)	157 (0)	155 (0)	661 (0)
Attendance below 90 percent	19 ()	13 ()	14 ()	24 ()	70 (0)
One or more suspensions	11 (0)	7 (0)	6 (0)	6 (0)	30 (0)
Course failure in ELA or Math	11 (0)	22 (0)	16 (0)	15 (0)	64 (0)
Level 1 on statewide assessment	54 (0)	61 (0)	41 (0)	42 (0)	198 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	58%	60%	-2%	55%	3%
	2018	55%	58%	-3%	53%	2%
Same Grade Comparison		3%				
Cohort Comparison						
10	2019	56%	55%	1%	53%	3%
	2018	51%	60%	-9%	53%	-2%
Same Grade Comparison		5%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	66%	-2%	67%	-3%
2018	66%	68%	-2%	65%	1%
Compare		-2%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	77%	71%	6%	70%	7%
2018	77%	71%	6%	68%	9%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	56%	-31%	61%	-36%
2018	45%	60%	-15%	62%	-17%
Compare		-20%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	48%	-5%	57%	-14%
2018	42%	63%	-21%	56%	-14%
Compare		1%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	38	43	29				58		94	35
BLK	32	43	36	24	37		22	54		97	34
HSP	55	54		50			69	82		93	71
MUL	60	52		53			80	100			
WHT	66	55	41	57	64	59	76	85		99	63
FRL	43	45	37	43	63	55	43	75		99	44
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	36	38	13	22	24	42	35		88	29
BLK	25	44	47	22	30	25	29	52		94	10
HSP	48	50		32	26		69	69			
MUL	53	65		20							
WHT	64	58	50	52	38	33	72	87		99	58
FRL	40	51	52	31	27	24	57	70		93	37

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	56	56	24	35	31	20	39		92	9
BLK	29	43	36	22	21	19	32	55		93	15
HSP	41	67		32	26		64	75			
MUL	42	59		47	50						
WHT	61	66	56	39	29	26	71	81		94	54
FRL	41	51	42	28	28	20	46	55		91	23

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	611
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest data component for Newberry High School is the students with disabilities subgroup. At 40%, this is the only subgroup that falls below the target of 41%. Students with disabilities require individual education plans that are specific to their educational needs. Identifying and supporting these needs can be challenging in a diverse and multi-tiered student population. Areas such as appropriate placement, least restrictive environment, parent involvement, and appropriate scaffolding in the classroom continue to be areas that NHS continue to improve.

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

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

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

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

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

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

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

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

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

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

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the performance of students with disabilities as measured by the federal index
Rationale	The federal index area - Students with Disabilities percentage for NHS is measured at 40% which falls below the 41% target.
State the measurable outcome the school plans to achieve	NHS seeks to raise the percentage in this category above the target of 41%. Maintaining or raising the current percentage of points in the other federal index categories would result in NHS being on target in all areas.
Person responsible for monitoring outcome	James Sheppard (sheppajh@gm.sbac.edu)
Evidence-based Strategy	Accurately identify student disabilities and provide high-quality instruction to ensure the achievement of IEP goals.
Rationale for Evidence-based Strategy	By accurate assessment and screening of students with disabilities, NHS will provide appropriate placement, supports, and accommodations for students. Doing this will ensure they are given every opportunity possible to maintain a high level of learning and success throughout the year which we hope to translate into growth and proficiency on standardized assessment. Staff will also develop instructional strategies through the year-long PLC focused on Universal Design for Learning with an emphasis on student engagement techniques.
Action Step	
Description	<ol style="list-style-type: none"> 1. Regular scheduled Individual Education Plan team meetings for specific feedback on each student with a disability 2. Develop a comprehensive intervention plan 3. Schedule student in the least restrictive environment 4. Provide professional development on student engagement through Universal Design for Learning 5. Monitor instructional practices as teachers continue to develop strategies learned through PLC 6. Encourage parent involvement by continuing to invite parents/legal guardians to Individual Education Plan meetings and offering parent workshops addressing strategies to help their child.
Person Responsible	Kristopher Bracewell (bracewellk@gm.sbac.edu)

#2	
Title	Increasing gains of the lowest quartile in both ELA and Math
Rationale	Many students find themselves at a level 1 or 2 on FSA/EOC year after year. By focusing on these students in the bottom quartile there is an opportunity to foster positive relationships and teach at a level that balances high expectations, assessment-like rigor, and the necessary scaffolds to makes gains toward the learning objectives.
State the measurable outcome the school plans to achieve	Increase gains of the lowest quartile in ELA to 54% Increase gains of the lowest quartile in math to 59%
Person responsible for monitoring outcome	James Sheppard (sheppajh@gm.sbac.edu)
Evidence-based Strategy	Progress monitoring through AIMS, Write Score, and teacher developed assessments to determine student progress toward covered standards.
Rationale for Evidence-based Strategy	Regular progress monitoring allows teachers to have a clear picture through collected data that helps determine what a student is understanding and the areas they need further instruction on. FSA/EOC type assessments scheduled throughout the year paint a picture of the instructional framework needed moving forward.
Action Step	
Description	1. Standards-based teacher planning 2. Standards-based instruction 3. Standards-based assessment 4. Data Analysis 5. Repeat
Person Responsible	Kristopher Bracewell (bracewellk@gm.sbac.edu)

#3	
Title	Reducing the achievement gap in all curricular areas
Rationale	Newberry High School has a current achievement gap of 33% in ELA and math between the number of white students scoring Level 3 or above and the number of black students scoring Level 3 or above on the Florida Standards Assessment. According to 2018 data results, 33% of black learners score a level 3 or above in ELA and 12% score a level 3 or above in math on FSA.
State the measurable outcome the school plans to achieve	<p>Reduce the achievement gap in ELA from 32% to 29% by raising the performance of African American students</p> <p>Reduce the achievement gap in math from 34% to 31% by raising the performance of African American students</p>
Person responsible for monitoring outcome	James Sheppard (sheppajh@gm.sbac.edu)
Evidence-based Strategy	Implement and monitor culturally responsive instructional practices in classrooms and provide specific feedback.
Rationale for Evidence-based Strategy	Universal Design for Learning seeks to expand new methods of differentiated instruction that meets the needs of all learners.
Action Step	
Description	<ol style="list-style-type: none"> 1. Partner with SBAC PD to offer a three-part training on Universal Design for Learning 2. School administration will monitor the implementation of UDL and offer feedback through snapshot and observations 3. Teachers will partner in PLCs to conduct lessons and observe best practices in UDL and culturally responsive teacher
Person Responsible	[no one identified]

#4	
Title	Reduce the number of out of school suspensions for African American students by at least 15%
Rationale	One major element of the educational setting that has an impact on student learning is instructional time. Loss of classroom instruction time obstructs what a student is able to learn and retain information. One study shows that missing three school days per month prior to taking a national assessment students scoring an entire grade level lower on the assessment. Research also shows that higher suspension rates are closely aligned to higher rates of dropout and illegal punishment. Data shows that Black students are more likely to be suspended when compared to White students. Therefore, one can conclude that Black students are at a greater disadvantage in terms of academic performance as a result of out-of-school suspension.
State the measurable outcome the school plans to achieve	Reduce the number of suspension days for African American students to less than 47 total days.
Person responsible for monitoring outcome	James Sheppard (sheppajh@gm.sbac.edu)
Evidence-based Strategy	Provide training to all school administrators, deans, and school counselors, and teachers in culturally responsive disciplinary practices.
Rationale for Evidence-based Strategy	The student services team, which includes administrators, deans, and counselors, will be participating in a series of trainings to begin incorporating restorative justice practices with students. Restorative justice is a spectrum of formal and informal practices that address conflict by seeking to repair and prevent harm. The goal is to use the practices to help acknowledge, address, and correct behaviors in our students. Through this process will learn the skills and practices to help provide a system of support for our students and address the needs they face every day. The River Phoenix Center for Peacebuilding will partner with NHS to offer the trainings and model the practices for all targeted staff.
Action Step	
Description	<ol style="list-style-type: none"> 1. Faculty overview of Restorative Justice 2. Restorative Practices 2 Day training 3. Restorative Justice Dialogue Training for student service team and selected teachers 4. Implement strategies and incorporate practices to help correct student behaviors that are deemed inappropriate.
Person Responsible	Kristopher Bracewell (bracewellk@gm.sbac.edu)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).