Alachua County Public Schools

Newberry High School

2023-24
Schoolwide Improvement Plan (SIP)

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Newberry High School

400 SW 258TH ST, Newberry, FL 32669

https://www.sbac.edu/newberryhigh

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Newberry High School cultivates success in a safe environment and positive school culture, which is strengthened by rigorous academics and student and teacher relationships and supported by family and community involvement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Sheppard, James	Principal	-Supervise the operation and management of all school activities and functions at Newberry High School. -Provide leadership in the development and delivery of all educational programs. -Manage and administer the accreditation program for Newberry High 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	-Assist the principal in the administration and supervision of 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	-Assist in development and implementation of preventive discipline plan. -Provide assistance to administrators, teachers, and staff for behavioral management.

Name	Position Title	Job Duties and Responsibilities
		-Manage the discipline referral process. -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	-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.
Steele, Susan	Instructional Media	-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

Name	Position Title	Job Duties and Responsibilities
		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.
Garvin, Stephanie	Instructional Coach	-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 teachers, specifically related to improving students' literacy skills and overall achievement. -Serve as a member of the school-wide Literacy Leadership Team (LLT).
Woods, Ulysses	Teacher, ESE	-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 skills 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.
Brady, Michelle	Teacher, K-12	-Serve as Chair for ELA Department. -Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the

Name	Position Title	Job Duties and Responsibilities
		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.
Birrenkott, William	Teacher, K-12	-Serve as Chair for Math Department. -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.

Name	Position Title	Job Duties and Responsibilities
		-Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.
Disabb, Molly	Teacher, K-12	-Serve as Chair for Science Department. -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	-Serve as Chair for Social Studies Department. -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.

Name	Position Title	Job Duties and Responsibilities
		-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.
Burkett, Amanda	Teacher, K-12	-Serve as CROP Coordinator and After-School Teacher. -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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Newberry High School SIP leadership team includes school administrators, one dean, one school counselor, the school literacy coach, and the chair of each instructional department. Other stakeholders include student leaders from the Newberry High School Student Government Association (SGA) and members of the School Advisory Council (SAC), which includes business and community partners. The

SIP leadership team prepared the original draft of the SIP, which was then presented to faculty/staff and the SAC for feedback and approval. Revisions were made to the SIP based on recommendations by stakeholders and in response to new data as it became available.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Students will participate in district (AIMS; CAPM) and state (FAST Progress Monitoring 1 and 2) quarterly progress monitoring to measure learning gains and identify areas in need of improvement (standards/benchmarks). Teachers and administrators will review the quarterly assessment data with students and parents/guardians to identify individual areas of focus for continued learning and growth. As students continue to make learning gains and close achievement gaps, school leaders will review and revise the SIP goals to address additional areas for improvement.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	45%
2022-23 Economically Disadvantaged (FRL) Rate	49%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52			50	58	52	53		
ELA Learning Gains				46	51	52	58		
ELA Lowest 25th Percentile				36	33	41	59		
Math Achievement*	64			48	48	41	35		
Math Learning Gains				44	47	48	38		
Math Lowest 25th Percentile				38	41	49	36		
Science Achievement*	71			63	65	61	62		
Social Studies Achievement*	67			77	72	68	72		
Middle School Acceleration									
Graduation Rate	99			98			99		
College and Career Acceleration	44			41			49		
ELP Progress									

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	397

2021-22 ESSA Federal Index	
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	99

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	541
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	98

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	4	
ELL				
AMI				
ASN				
BLK	50			
HSP	66			
MUL	63			
PAC				
WHT	73			
FRL	58			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	3	1
ELL				
AMI				
ASN				
BLK	39	Yes	1	
HSP	60			
MUL	60			
PAC				
WHT	60			
FRL	46			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			64			71	67		99	44	
SWD	18			50			26	8		14	6	
ELL												
AMI												
ASN												
BLK	35			52			59	41		17	6	
HSP	47			82			68	62		38	6	
MUL	50									38	3	
PAC												
WHT	61			66			76	82		54	6	
FRL	41			68			64	52		29	6	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	50	46	36	48	44	38	63	77		98	41	
SWD	8	15	13	5	21		11	50		96	9	
ELL												
AMI												
ASN												
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	
PAC												
WHT	57	47	40	57	43	31	78	91		98	57	
FRL	36	43	37	36	39	41	44	61		99	27	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	58	59	35	38	36	62	72		99	49	
SWD	11	41	42	9	33	29	29	64		100	28	
ELL												
AMI												
ASN												
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	
PAC												
WHT	61	60	54	42	36	35	75	79		100	57	
FRL	39	56	63	26	34	30	54	59		99	35	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	55%	52%	3%	50%	5%
09	2023 - Spring	52%	52%	0%	48%	4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	52%	-2%	50%	0%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	57%	2%	48%	11%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	63%	5%	63%	5%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	63%	4%	63%	4%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

According to end-of-year assessment data, Grade 9 (52%) and Grade 10 (55%) ELA pass rates were the lowest of all tested subjects. The previous three school years showed a steady decline in ELA pass rates, from an overall pass rate of 57 percent (57%) in 2019 to 53 percent (53%) in 2021 and 50 percent (50%) in 2022. However, both pass rates for Grade 9 and Grade 10 ELA increased in 2023 and were equal to or higher than district- and state-wide pass rates for 2023. Recent downward trends in ELA scores over the previous three school years are reflective of similar trends at the district and state levels, in part due to repercussions of the COVID-19 pandemic and student absences from school. To combat

lower achievement rates in Grade 9 and Grade 10 ELA, school leaders provided professional development opportunities for ELA teachers and conducted data chats with district and school leaders to reflect on student performance throughout the 2022-2023 school year. Those practices will continue for the 2023-2024 school year. Additionally, school leaders will encourage all teachers to incorporate reading and writing in their curriculum, regardless of the subject they teach, to reinforce literacy instruction and development across curricula.

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

The 2023 Social Studies pass rate (67%) declined significantly from previous years (80% in 2019; 72% in 2021; and 77% in 2022). While the 2023 Social Studies pass rate was much lower than previous years, it was still higher than both district and state pass rates. One of the major contributors to the decline in the Social Studies pass rate for 2022-2023 at Newberry High School was student attendance. Students that scored at a Level 1 or Level 2 were more likely to have 10 or more absences during the school year. The majority of students that attended school regularly and consistently scored at a Level 3 or higher. The College and Career Acceleration rate also saw a steady decline over the past few years (56% in 2019; 49% in 2021; and 41% in 2022). Acceleration data is not yet available for the 2022-2023 school year; however, Newberry High School provided more opportunities for students to participate in Advanced Placement (AP) and Advanced International Certificate of Education (AICE) courses and exams, as well as CTE professional certification exams. Pass rates for AICE and CTE exams increased in 2023.

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.

The areas with greatest need for improvement are the achievement gaps experienced by students in the Students with Disabilities (SWD) subgroup and students in the Black/African American (B/AA) subgroup. The students in both of these subgroups had an overall achievement rate under 41 percent (41%), which led to Newberry High School being identified as an ATSI school. Attendance is a major contributing factor to the lower achievement for students in the SWD and B/AA subgroups. Discipline is compounding contributing factor, as students in these subgroups have experienced higher rates of discipline referrals and consequences that remove them from the classroom (In-School Suspension, In-School Detention, and Out-of-School Suspension).

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

The greatest improvement in achievement for the 2022-2023 school year was in Algebra 1 and Geometry pass rates. The Algebra 1 pass rate was 66 percent (66%), and the Geometry pass rate was 71 percent (71%), compared to overall Math achievement of 48% in 2019, 35% in 2021, and 48% in 2022. Algebra 1 and Geometry teachers focused on standards-based instruction and assessment, guiding students to gauge their own learning and growth throughout the year in data chats after assignments and assessments, as well as district quarterly progress monitoring (AIMS/CAPM). The teachers met with district leaders, school administrators, and teachers from other schools to discuss lesson design, student achievement data, and best practices to improve student learning. Teachers consistently utilized technology (IXL) to differentiate instruction and help students master skills and concepts at an individual level. Students identified as needing strategic support in progress monitoring assessments were invited to participate in after-school tutoring sessions. Teachers used class time to help students decode question types and language on the Algebra 1 and Geometry End-of-Course (EOC) exams, thus building students' confidence and ability to connect their knowledge and skills to test content.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Improving student attendance is a priority for the 2023-2024 school year. One hundred forty-one (141) students had 10 or more absences throughout the 2022-2023 school year. Of those students, 42 were in ninth grade, 27 were in tenth grade, 45 were in eleventh grade, and 28 were in twelfth grade. There is a correlation between chronic absenteeism and student achievement. Discipline is also an area of concern because disciplinary issues disrupt the learning environment and take students out of class.

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

Newberry High School's highest priorities for improvement in the 2023-2024 school year are: to improve student attendance, to increase the college and career acceleration rate, and to improve achievement for students in the SWD and B/AA subgroups.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

In answering the school climate survey from 2021-2022, teachers asked for trauma-sensitive training. School leaders initiated training in trauma-sensitive and restorative practices. Newberry High School saw some successes at an anecdotal level. The school also began implementation of PBIS with schoolwide expectations (to always be Respectful, Responsible, and Reliable) and Panther Perks (recognition for positive behaviors). Discipline data shows that the school had 1,205 discipline offenses in the 2022-2023 school year, 159 of which were related to classroom disruption and 216 of which were related to defiance. The school saw a total of 118 out-of-school suspensions (OSS). At the end of the 2022-2023 school year, stakeholders expressed a desire to continue developing a stronger PBIS system and restorative practices.

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

Newberry High School will focus on improving attendance (decreasing chronic absenteeism) and behavior (decreasing discipline referrals/ISS/OSS). Newberry High School's specific goals related to attendance and behavior are to reduce chronic absenteeism by 25 percent (25%) and in-school and out-of-school suspensions (ISS/OSS) by 15 percent (15%).

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

To monitor student attendance, the school's Family Liaison and School Counselors will review weekly attendance reports to identify students with five or more absences. The Family Liaison will contact those students and families to encourage consistent attendance and determine if students/families are in need of additional support/services. School administrators, teachers, and other staff members will continue to work with students and families to provide additional supports for students that miss 10 or more days of school. Newberry High School's Discipline/PBIS committee and Student Services team will monitor monthly discipline data and address areas of concern and needs for improvement. Teachers and staff will continue to implement Multi-Tiered Systems of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) to provide a safe and secure learning environment for all students. Teachers will have access to training videos related to classroom management and behavior interventions through the Insights to Behavior program.

Person responsible for monitoring outcome:
Melissa Mauldin (mauldimd@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Newberry High School will implement strategies promoted by attendanceworks.org and continue to develop PBIS practices and culturally responsive instruction. School leaders will continue to provide training in restorative practices that will include teachers, staff, students, and other stakeholders.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Attendanceworks.org provides research-based strategies/interventions for school leaders, teachers, and families to address chronic absenteeism and foster a supportive learning environment in which students want to participate. Just under 80 percent (80%) of the Newberry High School student population was in Tier 1 for discipline by the end of the 2022-2023 school year. PBIS and restorative practices implemented with fidelity will foster a more balanced MTSS system and help decrease discipline referrals, increase students' time in class, and improve achievement. attendance directly impacts student achievement. By decreasing chronic absenteeism, school stakeholders will better support student learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Monitor student attendance and address areas of concern.

Person Responsible: Natasha Cheggeh (cheggehnd@gm.sbac.edu)

By When: Attendance monitoring will be conducted on a weekly basis.

Family Liaison and School Counselors contact students and parents/guardians to address absenteeism and connect families to supports/services as needed.

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

By When: First contact will be made after five absences and additional contact(s) made after 10 absences with a priority focus of providing additional supports/services to the student/family.

Review discipline data to identify students with multiple discipline referrals.

Person Responsible: Mark Burford (burfordmr@gm.sbac.edu)

By When: School deans will review student discipline history with each referral. The Student Services team and the Discipline/PBIS committee will formally review discipline data in monthly meetings.

Deans will document behavior and interventions for students with multiple discipline offenses using the Insights to Behavior program.

Person Responsible: Mark Burford (burfordmr@gm.sbac.edu)

By When: Documentation of behavior and interventions will be completed and monitored weekly, bi-weekly, or monthly as needed, depending on the student's behavior and needs.

Deans and administrators will conduct Educational Planning Team (EPT) meetings with students, parents/guardians, and teachers for those students with six or more discipline offenses.

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

By When: Discipline data will be reviewed monthly to identify students who would benefit from an EPT meeting. Progress monitoring after EPT meetings will be conducted weekly.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

For the 2022-2023 school year, students in the Students with Disabilities subgroup experienced achievement gaps ranging from 33 (Algebra 1) to 53 (Geometry; US History) percentage points compared to school-wide achievement. Students in the Black/African American subgroup experienced achievement gaps ranging from 17 (Biology) to 33 (Geometry) percentage points compared to school-wide achievement. Newberry High School was identified as an ATSI school because students in the Students with Disabilities (SWD) and Black/African American (B/AA) subgroups performed below state achievement thresholds (41%). Students in the SWD subgroup have performed below the state achievement threshold for at least three consecutive years. School stakeholders continue to identify and implement effective practices to improve learning and increase achievement for all students, especially students in these two subgroups.

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

Achievement rates for students in the SWD and B/AA subgroups will increase to at least 41 percent (41%) by the end of the 2023-2024 school year as measured by the FAST Grade 9 and FAST Grade 10 ELA Reading and Writing assessments, the BEST Algebra 1 and BEST Geometry EOCs, and the Biology 1 and US History EOCs.

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

Teachers will review student achievement on regular classroom assignments and assessments and quarterly district and state progress monitoring assessments (AIMS/CAPM/FAST) to gauge student learning and identify specific standards/benchmarks students have not yet mastered. Administrators and teachers will discuss areas in need of improvement in data chats. Teachers will conduct data chats with students and provide feedback for parents/guardians.

Person responsible for monitoring outcome:

James Sheppard (sheppajh@gm.sbac.edu)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Newberry High School will use student achievement data to support instruction decision making. Teachers and administrators will review student achievement data from prior and current school years to identify students performing below grade level. Teachers will use assessment data to determine specific standards/benchmarks students have not yet mastered. Teachers will design lessons to teach, reteach, and remediate as needed to help students gain mastery. Teachers will work with students and parents/guardians to help students set their own learning goals and track their own growth throughout the school year. To help students make connections between the standards/benchmarks they need to master and daily class activities, teachers will use a common engagement board posted for every class period. The common engagement board will include: lesson objective(s)/standard(s)/benchmark(s); tasks to be completed for that lesson (aligned to the objective(s)/standard(s)/benchmark(s)); and evidence for students and teacher to determine students' mastery of the lesson objective(s)/standard(s)/benchmark(s).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Newberry High School is a data-driven school. School leaders make instructional decisions that are research-based. Using student achievement data to support instruction decision making equips teachers to effectively monitor student learning and evaluate their own instructional practice. Furthermore, it empowers students to take control of their own learning and track their own achievement/growth.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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.

Review and analyze student achievement data.

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

By When: Student achievement data will be reviewed quarterly with teachers and students.

Teach students to examine their own achievement data and set learning goals.

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

By When: Teachers will meet with students quarterly to review progress monitoring data (learning gains, areas for growth) and students' learning goals.

School administrators will provide professional learning opportunities and collaborative planning for teachers to analyze student data, reflect on their teaching, and revise lesson and assessment plans to best meet students' needs.

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

By When: School administrators will meet with teachers quarterly to discuss student achievement data and schedule additional professional development opportunities.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The principal and district (support Principal or executive director) will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Federal Grants and programs department will aid in the budget alignment processes to ensure the student needs are met.