New Dimensions High School

2023-24
Schoolwide Improvement Plan (SIP)

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New Dimensions High School

4900 OLD PLEASNT HILL RD, Kissimmee, FL 34759

https://newdimensionshs.com/

School Board Approval

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

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.

New Dimensions High School Beliefs:

• Every student can be successful.
• Everyone is a life-long learner.
• Every student can exceed expectations.
• Every student is capable of obtaining and applying knowledge.
• Everyone is capable of fulfilling his or her life-long dreams.

New Dimensions High School Mission:

To provide learning opportunities which are participatory, involving hope, curiosity and commitment, so that action becomes a legitimate result of learning.

Provide the school's vision statement.

New Dimensions Vision:

To be an educational leader dedicated to excellence through commitment, collaboration, and community.

School Leadership Team, 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
Mezzina, Jeremy	Principal	Director of instruction, curriculum, teacher development, testing.
Alfers, Mike	Principal	Director of Operations, finance, facilities, security, compliance.

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 key to stakeholder involvement is communication. New Dimensions High School regularly communicates with stakeholders regarding school-wide initiatives, activities, opportunities, and important dates via the school's website, email, social media, traditional mail, and other mediums.

As a Title I school, we host six parent-family engagements annually. The purpose of these meetings is to solicit family feedback and to increase engagement between families and the school. These meetings

focus on educating families on vital components of student success such as selecting colleges, prepping for standardized assessments and college entrance exams, using reference books, a college and career night, exploring STEM opportunities and how they can be done at home, and more.

In addition to these parent-family engagements, the school hosts meetings at the school that are designed to educate families on opportunities. At a recent meeting, the school made a representative from Valencia College available to explain the benefits of dual enrollment and answer questions about this program. Future meetings will focus on helping families access FOCUS to monitor student progress, fill out the FAFSA, apply for colleges, meet with college and career representatives and more.

This year, New Dimensions High School hosted an Academic Summer Camp. This camp was designed to combat learning loss experienced by students in the Summer with students receiving one week of instruction in each of the following disciplines: math, English, STEM, and art. The camp was also focused on instilling proper study habits, acclimating new students to the expectations of the school, and applying learning to real-world experiences. During this camp, students visited the Bishop Museum and Planetarium, the MOTE Marine Laboratory, the Kennedy Space Center, and the Tampa Bay Aquarium.

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))

Our school will regularly monitor student data to evaluate the effectiveness of our School Improvement Plan. Our faculty meets three times per month, with at least one of these meetings dedicated to evaluating relevant student data and planning instruction accordingly.

Teachers have direct input on modifying the School Improvement Plan. At a faculty meeting conducted on 09/13, teachers reviewed data present in the Continuous Improvement Management System and offered feedback for 'PART III, Planning for Improvement' of this SIP. At least one faculty meeting annually will be dedicated to evaluating the effectiveness of the SIP and modifying it. Teachers will have direct input at this meeting. If the SIP is not producing the desired results, as a faculty we will modify our strategy in the specific area where data shows a deficiency. The Director of Instruction, Mr. Mezzina, Director of Operations, Mr. Alfers, Dean, Mr. Timmerman, and the Senior Success Teacher, Mr. Dunn, will spearhead efforts to modify the SIP based on data and feedback.

Another metric we will use to evaluate the effectiveness of the SIP will be anonymous surveys for stakeholders (staff, students, and parents) administered annually. These surveys will ask for feedback on all aspects of the school's operation.

The school's Board of Directors will meet annually to revise our School Improvement Plan based on the data from student performance on standardized assessments and stakeholder surveys as well as direct input from staff at the school.

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	Yes
2022-23 Minority Rate	89%
2022-23 Economically Disadvantaged (FRL) Rate	91%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
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)	English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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**	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

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*	56	46	50	60	45	51	70		
ELA Learning Gains				56			70		
ELA Lowest 25th Percentile				36			56		
Math Achievement*	27	27	38	55	37	38	43		
Math Learning Gains				64			44		
Math Lowest 25th Percentile				58			55		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	73	63	64	71	32	40	82		
Social Studies Achievement*	74	61	66	84	39	48	83		
Middle School Acceleration					38	44			
Graduation Rate	96	86	89	99	54	61	100		
College and Career Acceleration	87	60	65	88	60	67	88		
ELP Progress	59	46	45	60			63		

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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	472
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	96

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	731
Total Components for the Federal Index	11
Percent Tested	100
Graduation Rate	99

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	16	Yes	1	1
ELL	57			
AMI				
ASN				
BLK	69			
HSP	66			
MUL				
PAC				
WHT	62			
FRL	61			

	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				
ELL	63			
AMI				
ASN				
BLK	71			
HSP	63			
MUL				
PAC				
WHT	76			
FRL	64			

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	56			27			73	74		96	87	59
SWD	17			14							2	
ELL	42			24			62	66		60	7	59
AMI												
ASN												
BLK	57			33			65	75		90	6	
HSP	54			23			78	73		84	7	53
MUL												
PAC												
WHT	52			29			64	73			5	
FRL	53			23			76	72			5	

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	60	56	36	55	64	58	71	84		99	88	60
SWD												
ELL	45	49	38	50	71	60	74	76		100	73	60
AMI												
ASN												
BLK	60	66	50	49	69	67	75	83		100	93	
HSP	57	51	32	54	60	52	64	83		99	85	58
MUL												
PAC												
WHT	70	67		75			93					
FRL	59	53	32	53	59	60	67	84		100	75	

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	70	70	56	43	44	55	82	83		100	88	63
SWD												
ELL	45	54	50	35	50	40	73			100	67	63

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
AMI												
ASN												
BLK	76	69		49	39		88	74		100	85	
HSP	66	72	61	40	51	58	78	85		100	86	63
MUL												
PAC												
WHT	82	63		38	17					100	100	
FRL	73	69	47	38	42	73	90	86		100	86	

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	52%	47%	5%	50%	2%
09	2023 - Spring	55%	43%	12%	48%	7%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	26%	40%	-14%	50%	-24%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	31%	36%	-5%	48%	-17%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	65%	8%	63%	10%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	77%	57%	20%	63%	14%

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.

The component with the lowest performance for the 2021-2022 school year was overall achievement for Math. For the 2022-2023 school year, the component with the lowest performance was also Math, with a 29% pass rate on the Algebra I B.E.S.T. The identified contributing factors were teacher turnover and learning loss due to COVID.

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

Learning gains by the lowest quartile on English Language Arts Assessments had the greatest decline from the prior year. One contributing factor to this decline could be the transition from a hybrid model back to a traditional brick and mortar setting. Students experienced not only learning loss, but a decline in study habits and social skills during school closures due to COVID.

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.

For the 2022-2023 the school year the greatest gap when compared to the State average was on the Algebra I B.E.S.T. Assessment. The school's pass rate was 29% compared to the State average of 54%. One reason for this gap is that State data is not disaggregated. The State average includes data from high school and middle school students. Typically, high-performing math students take the Aglebra I B.E.S.T. assessment in middle school, which skews the State average and does not provide an accurate comparison. While New Dimensions High School outperformed traditional public and choice schools in our area on the Algebra I B.E.S.T. assessment, this is a test that we focusing on for improvement. Identified contributing factors are teacher turnover and learning loss due to COVID.

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

Math learning gains showed improvement. The school has offered free tutoring for students with certified instructors after school Monday through Thursday throughout the school year. Administration and faculty

have targeted students in need of assessments requirements or an improved GPA and called home to encourage them to participate in tutoring. Students who participated in tutoring demonstrated improved academic performance.

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

One area of concern is the number of 9th grade students who earned a Level 1 on the Algebra I B.E.S.T. A second area of concern is overall student attendance.

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

1. Increase Achievement on the Algebra I B.E.S.T. Assessment.
2. Increase Writing Opportunities Across the Curriculum
3. Improvement in student attendance.
4. Improvement in critical thinking skills for all students.
5. Increased participation in tutoring to help close the achievement gap.

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

#1. Graduation specifically relating to Graduation

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.

Increase Achievement on the Algebra I B.E.S.T. Assessment.
Rationale: The Algebra I B.E.S.T. Assessment is a graduation requirement and a 29% pass rate last year indicates this is an area to focus on.

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

Increase proficiency to 60%

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

Parental communication and engagement. Formative Assessment data. Instructional coaching for math teachers.

Person responsible for monitoring outcome:

Jeremy Mezzina (mezzina@newdimensionshs.com)

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.)

PLC Teams, create and analyze formative data, weekly meeting with Algebra I teachers to provide support and guidance, implementing test prep resources.

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

Last year proficiency was 29%. A multi-faceted focus on Algebra I instruction and remediation should lead to increased performance.

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 1 - Strong 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.

1. PLC Teams will meet monthly to discuss formative assessment data and plan accordingly.
2. Director of Instruction will meet with Math teachers weekly to provide support and guidance.
3. The school will work to secure and utilize test prep materials.

Person Responsible: Jeremy Mezzina (mezzina@newdimensionshs.com)

By When: 12/01/2023

#2. Instructional Practice specifically relating to ELA

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.

Increase Writing Opportunities Across the Curriculum
Rationale: By increasing writing opportunities, ELA achievement will increase.

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

PLC Team meetings and staff meetings with action items for implementing writing in the classroom, 70% pass rate on the 10th Grade F.A.S.T. P.M. 3.

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

Formative assessment data analysis, lesson plans that provide opportunities for writing, classroom walkthroughs for evidence of writing.

Person responsible for monitoring outcome:

Jeremy Mezzina (mezzina@newdimensionshs.com)

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.)

Students will develop the critical thinking skill of finding evidence to support their claims through writing. This skill is a component of many standards for 10th Grade ELA.

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

A focus on writing has led to increased performance on ELA standardized assessments in the past.

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 1 - Strong 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.

1. PLC Teams will meet to develop lessons for implementing writing across all disciplines.
2. The school will conduct an in-house professional development on teaching writing best practices.

Person Responsible: Jeremy Mezzina (mezzina@newdimensionshs.com)

By When: 12/01/2023

#3. 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.

Improvement in student attendance.
Rationale: EWS data indicates that student attendance is an area to focus on.

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

A 20% reduction in the number of students who are absent from school for more than 10% of the school year.

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

Weekly staff meetings devoted to increasing communication to families of frequently absent students. Attendance reports in FOCUS.

Person responsible for monitoring outcome:

Mike Alfers (alfers@newdimensionshs.com)

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.)

Interventions will include increased monitoring, and regular phone calls home for students who are struggling with attendance.

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

Increased communication with families to build relationships and emphasize that studies have shown that decreased attendance leads to decreased academic performance should help improve attendance.

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 1 - Strong 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.

1. Weekly reports pulled from FOCUS to monitor attendance.
2. Support Staff will meet weekly to discuss how to support students with attendance challenges.
3. Regular communication from the school to families of students who are struggling with attendance.

Person Responsible: Mike Alfers (alfers@newdimensionshs.com)

By When: 09/01/2023

#4. Instructional Practice specifically relating to Student Engagement

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.

Improvement in critical thinking skills for all students.
Rationale: PLC Teams at the school identified this as a critical area to focus on.

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

Lesson plans that incorporate critical thinking skills.

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

PLC Teams working together to design lesson plans to include these skills. Walkthroughs and Evaluations.

Person responsible for monitoring outcome:

Jeremy Mezzina (mezzina@newdimensionshs.com)

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.)

An interdisciplinary effort to incorporate critical thinking skills.

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

Critical thinking skills leads to increased student performance on standardized assessments.

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 1 - Strong 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.

1. All teachers will incorporate lessons that include critical thinking skills.
2. PLC Teams will work together to design these plans.
3. Walkthroughs to see lessons in action.

Person Responsible: Jeremy Mezzina (mezzina@newdimensionshs.com)

By When: 12/01/2023

#5. Graduation specifically relating to Graduation

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.

Increased participation in tutoring to help close the achievement gap.
Rationale: Students are in need of extra support due to learning loss from COVID and other factors.

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

60% pass rate on the Algebra I B.E.S.T. Assessment. 70% pass rate on the 10th Grade F.A.S.T. P.M. 3 Assessment.

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

Attendance logs for tutoring, assessment results.

Person responsible for monitoring outcome:

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

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.)

Calls home to encourage students in need of a graduation assessment requirement to participate in tutoring. Provide remedial tutoring by certified instructors.

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

Last year in the second Semester, regular participation in tutoring helped bring the number of students in need of a graduation assessment requirement from 16 to 2.

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 1 - Strong 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.

1. Targeted phone calls home to encourage students to participate in tutoring to help with the P.E.R.T., classwork, or graduation assessments requirements.
2. Communicated tutoring schedule.
3. Assembled instructional materials for tutoring.
4. Secured certified teachers for tutoring.

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

By When: 12/01/2023

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).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Our SIP will be disseminated via the school's webpage, https://newdimensionshs.com/, and emailed to all stakeholders. Progress will be communicated via email and the school website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Communication is key to building positive relationships.

School faculty is required to make positive phone calls home and to reach out to students who are struggling. NDHS has targeted outreach for students who are in need of graduation assessments requirements, have test history and/or a GPA indicating they will be likely to perform well on the PERT, have indicated more than one EWS, or who have indicated they need support. This outreach makes families aware of tutoring available at the school with certified teachers to help improve student performance.

NDHS hosts parent-family engagement nights throughout the year as well as meetings to educate families on vital components of student success. Upcoming testing dates, sporting events, and other activities are posted to the school's website.

Child progress is communicated through progress reports, report cards, and grades posted in FOCUS. In addition, school faculty communicates with families of students who are struggling with grades, attendance, and/or behavior with one-one-one phone calls. The school runs a mentoring program with students placed with positive role models who address their needs and help keep them accountable for progress.

Administration will coordinate efforts with by holding a weekly support staff meeting. This meeting will be an opportunity to ensure that students who are struggling and/or exhibit early warning signs are consistently communicated with.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

One way in which the school will strengthen the academic program is by creating Professional Learning Community Teams. The PLC teams created this year are: Math, Reading, MTSS, and Leadership. These teams meet once per month for an hour after school. These meetings are dedicated to evaluating student data, generating plans to address student/faculty needs, providing feedback on policies and procedures at the school, planning professional development, and more. One example would be the PLC Team meeting held on 09/13, during which the PLC teams worked on this SIP.

A second way in which the school will strengthen the academic program is by responding to teacher and student feedback about which courses to offer and appropriate student placement. Based on this feedback, the school is offering Weightlifting and Art this year. Weightlifting includes a nutritional component through which students learn about proper nutrition and food preparation. Art provides students with a creative outlet and an opportunity to explore professions tied to the standards. In terms of student placement, teacher feedback was used when creating schedules to ensure appropriate placement for honors, AP, and CTE courses. In addition, efforts were made to ensure that students in Advanced Placement courses were often also enrolled in feeder courses.

A third way in which the school will strengthen the academic program is by identifying areas for improvement on the Algebra I B.E.S.T. and the 10th Grade F.A.S.T. P.M. 3. These areas are MA.912.DP.1.1 (Representing Data) and ELA.10.R.3 (Reading Across Genres). To address these deficiencies, teachers are responsible for building at least one lesson plan per Semester incorporating one of these areas regardless of the subject that they teach. This was discussed during pre-planning and teachers have begun working on it. NDHS will continue to have discussions throughout the year about adopting an interdisciplinary approach to improvement in these areas.

A fourth way in which the school is strengthening the academic program is by offering free tutoring after school throughout the year with certified instructors. Faculty reaches out with phone calls home to families of students who would benefit from this tutoring and follows up to ensure that students take advantage of this opportunity. This tutoring is for students who need help with class work, passing the P.E.R.T. for dual enrollment, and/or for students in need of a graduation assessment requirement. Past experience at NDHS indicates that students who regularly participate in this program see increased performance on standardized assessments and improved grades. Our goal is 60% pass rate on the Algebra I B.E.S.T. Assessment and 70% pass rate on the 10th Grade F.A.S.T. P.M. 3 Assessment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

As a Title I School, NDHS participates in the Community Eligibility Provision Program with all students eligible for free breakfast and lunch. NDHS offers CTE courses including Digital Design and Business Ownership. NDHS has opted to participate in ESSER, ESSER II, ARP, ESSER II Summer Learning Grant, ESSER II Supplemental Programming, and ARP ESSER Supplemental Learning Program grant programs.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Graduation: Graduation	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00

4	III.B.	Area of Focus: Instructional Practice: Student Engagement	$0.00
5	III.B.	Area of Focus: Graduation: Graduation	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No