



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

New Beginnings High School

3425 LAKE ALFRED RD

Winter Haven, FL 33881

863-298-5666

www.newbhs.net

School Demographics

School Type
High School

Title I
Yes

Free and Reduced Lunch Rate
78%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
77%

School Grades History

2013-14
NOT GRADED

2012-13

2011-12

2010-11

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

New Beginnings High School

Principal

Ashlee Wright

School Advisory Council chair

Alan Farms

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Terri Nelson	Director of Student Services
Elaine Esposito	Academic & Behavior Analyst
Alan Farms	Director of Academic Services
Ashlee Wright	Principal

District-Level Information

District

Polk

Superintendent

Dr. Kathryn Leroy

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Alan Farms, Chair

Involvement of the SAC in the development of the SIP

SAC reviewed SIP and approved.

Activities of the SAC for the upcoming school year

Quarterly meeting and monitor student data/progress.

Projected use of school improvement funds, including the amount allocated to each project

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Our SAC committee is in process of being in compliance with F.S. Section 1001.452. We will be in compliance by November 30, 2013.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators**# of administrators**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Ashlee Wright**

Principal

Years as Administrator: 5

Years at Current School: 2

Credentials

B.S. Interdisciplinary Social Science

Performance Record

School does not receive a school rating as it is typed as a drop out retrieval school.

Terri Nelson

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

B.A. Criminology
M.A. Counseling
Certified in K-12

Performance Record**Classroom Teachers****# of classroom teachers**

8

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

50%

certified in-field

1, 13%

ESOL endorsed

0, 0%

reading endorsed

0, 0%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

2, 25%

with 1-5 years of experience

6, 75%

with 6-14 years of experience

0, 0%

with 15 or more years of experience

0, 0%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. The School will disseminate materials, locally and nationally, in order to encourage properly credentialed individuals apply for available positions. Recruitment efforts will include advertisement on the School's website, presentations, fliers at universities, job fairs, Teacher-Teacher.com, and via word of mouth. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community.
2. To retain effective teachers, starting salaries, as assumed in the School's budget have been based on projected average starting teacher salary levels, with the flexibility for potential exceptions to be made for an individual's experience, degree(s), and past employment history. A comprehensive benefits package has also been developed to help retain effective teachers.
 - Recognition programs
 - Company summits and conferences that celebrate success
 - Involving staff in planning and provide motivation and excitement about our vision and mission.
 - Team building and recreational events that build camaraderie and sense of belonging.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

All new teachers are mentored by peers and administration. In addition, an outside consultant has been brought in to assist with instructional strategies, classroom management, and blended learning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The PS/RtI leadership team will focus meetings on how to improve school/teacher effectiveness, allocation of funds, and student achievement using the Problem Solving Model. The PS/RtI leadership team will meet at least once a month to engage in the following activities:

- Review school-wide, grade level, and individual student data to determine the best research based interventions. Based on the data and insight from other staff, specific students needs will be address in the appropriate format, small group, whole class, and individual instruction.
- Review how teachers are designing strategies and interventions for struggling students, problem solving, sharing effective practices, evaluating data, and differentiating instruction. The PS/RtI, will also recommend additional professional developments as needed.
- Focus on improving student achievement outcomes by reviewing data (progress monitoring) from the core instructional program to ensure the program is being implemented with fidelity.
- Determine if recommendations are needed to change allocations of funds to better meet the needs of students.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administration and/or Director of Academics : Ensures school based team is implementing PS/RtI through the combination of meaningful collaborative teamwork, clear measurable implementation goals of intervention support through documentation; performance of staff, analyze student achievement data and identify areas for improvement and actions for change to be initiated, and consistently communicates with parents about all school based PS/RtI activities; ensures and participates in adequate professional development to support PS/RtI implementation; provides professional development and support to teachers and staff regarding data management and implementation.

Mental Health Counselor: Assist in proving a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the Implementation of PS/RtI Implementation, further assists the principal in the assessment of PS/RtI skills, implements intervention support and documentation, professional learning, communication with parents concerning PS/RtI plans and activities. Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provided support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data based decision making activities.

Provide quality services on issues ranging from program design to assessment, guiding and providing intervention with individual students, small group and whole class settings. Communication with adult and child-serving community agencies to support the student's academics, emotional, behavioral and social success. SPA will participates in adequate professional development.

General Education Teacher: Offers core instruction information, facilitates student data collection, delivers Tier 1 instructions/intervention, collaborates with staff implement Tier 2 intervention, integrates

core instructional activities/material into Tier 3 instruction, creates a joint intellectual effort with general education teacher. They identify systematic patterns of student needs while working with the district staff to identify appropriate evidence based intervention strategies. Participate in the collection, interpretation and analysis of data, facilitates development of intervention plans; provides support of intervention fidelity and documentation; assists in facilitation of data-based decision making activities. Participates in adequate professional development

ESE Facilitator: Assist in providing a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the Implementation of PS/Rtl, further assists the principal in the assessment of PS/Rtl skills, Implements intervention support and documentation, professional

learning, communication with parents concerning PS/Rtl plans and activities. Participates in collection, interpretation and analysis of data; facilitates development for behavior concerns; assists in facilitation of data based decision making activities. Provide quality services on issues ranging from program design to assessment, guiding and providing intervention with individual students. Participates in adequate professional development.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The PS/Rtl leadership team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The PS/Rtl leadership team will meet at least once a month to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systematic level and identify students meeting or exceeding benchmarks as well as those at high risk for not meeting benchmarks. This will be done at least twice a year or more frequently if more data becomes available.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teachers, and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with infidelity and frequent progress monitoring.
- Mental Health Counselor: Assists in helping develop strategies based on students needs.
- Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence based intervention and support teachers in carrying out intervention plans.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

NBHS' data based decision making process for identifying and serving students who are referred for learning difficulties, include students who are English Language Learners (ELL or ESOL). NBHS' PS/Rtl service delivery model are based on three tiers of intervention with a student progressing from one tier to the next. Digital driven programs utilized provide baseline data-FCAT, Progress Monitoring-Compass, Mid-Year: Compass Baseline Testing Year-End diagnostic: FCAT our Academic and Behavioral analyst will assist with data disaggregation.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development meetings will be provided throughout the academic school year which is a requirement for NBHS staff members to participate. NBHS professional development plan is directly tied

to the goals developed through the annual continuous improvement process. Areas of concern will be addressed as part of the professional development meetings. Teachers will be able to provide information and suggestions to implement an action plan customized to the current specific needs and concerns discussed. All follow up/action plans will be reviewed by the Principal and administrative staff and monitored for fidelity of implementation. Following implementation of the action/plan, individual report the result.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 300

Students will be given the opportunity to come to school the session before or stay in school the session after their assigned session. Ultimately, increasing the amount of time the student will be able to work on core academics.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The students who elect to stay for an additional session will be monitored and the credits earned will be tallied to see if the program was beneficial to each student.

Who is responsible for monitoring implementation of this strategy?

Director of Student Services

Strategy: Summer Program

Minutes added to school year: 6,000

Summer School

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Students will be given a baseline assessment at the beginning of summer and a post test at the end of summer school.

Who is responsible for monitoring implementation of this strategy?

Summer School Coordinator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ashlee Wright	Principal
Alan Farms	Director of Academic Affairs
Sherrile Baldwin	Reading Teacher
Terri Nelson	Director of Student Services
Elaine Esposito	Academic and Behavior Analyst

How the school-based LLT functions

NBHS' school based LLT initiative is a multi-tiered approach to providing services and interventions to struggling learners at increasing levels of intensity for literacy. The LLT is used for making decisions about general and special education, as well as creating a well-integrated and seamless system of instruction and intervention guided by student outcome data. LLT relies on early identification of learning and behavioral needs, close collaboration among teachers and parents and a systematic commitment to locating and utilizing the necessary resources to ensure that students make adequate yearly gains in reading. The LLT's function process begins by determining whether a student has the need for interventions based off of test scores. Eligibility under LLT is determined when a student's academic performance fails to improve even when increasingly intensive and empirically supported interventions have been implemented. Through consultations, each specific team member based on their area of expertise then assists with strategies for improvement. Continued progress monitoring of student will be done to ensure the students needs are met.

Major initiatives of the LLT

NBHS' LLT will play a number of important roles in developing and implementing the major initiatives, which include: using the LLT to identify struggling students and provide the individually needed instruction.

Ensuring the following: quality instructional behavioral support are in place, student progress is continuously monitored, data based documentation is maintained for each student, systematic documentation verifies that interventions are implemented with fidelity, decision are made by collaborative team who review data.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers are required complete a writing prompt with their students everyday. Teachers will also complete a reading standard with students everyday.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Not applicable to New Beginnings

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

As a drop out retrieval program, extensive efforts are given to assisting students in credit recovery, passing the FCAT Retake and accelerating course work to get the student on grade level. Therefore teachers are encouraged to teach relevance in all they do to encourage students to succeed.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Guidance meets individual with students to ascertain needs and interest for academic and career planning. . New Beginnings High School aims provides all students a variety of electives to participate in to help create the career they desire to have.

Strategies for improving student readiness for the public postsecondary level

New Beginnings High School strives to improve post-secondary readiness by retrieval for students short of credits or needing to raise GPA's, offering electives and providing subject areas for students who are in danger of not graduating with their cohort. The College and Career Adviser assists students with attending College/Career fairs, researching college enrollment requirements, and facilitation with completing financial/employment forms.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		8%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	[data excluded for privacy reasons]		40%
Students in lowest 25% making learning gains (FCAT 2.0)	11	39%	41%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		33%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	<i>[data excluded for privacy reasons]</i>		15%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**High School Mathematics****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	<i>[data excluded for privacy reasons]</i>		15%
Students in lowest 25% making learning gains (EOC)	<i>[data excluded for privacy reasons]</i>		5%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	30	0%	3%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		6%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		5%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 4: Science**High School Science****Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		14%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	231	48%	45%
Students in ninth grade with one or more absences within the first 20 days	13	13%	11%
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0	44	19%	17%
Students who fail to progress on-time to tenth grade	32	61%	
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	202	35%	33%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	4	3%	6%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		0%	3%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase the number of parents involved in SACS.
 Increase the number of alumni involved in SACS.
 Increase parent attendance at parent dinner night.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Have 25% of the parents complete climate survey annual	0	0%	25%
Increase parent membership on SACS	0	0%	7%
Increase parent attendance at parent dinner night	8	2%	3%

Area 10: Additional Targets

Additional targets for the school

Attendance goal:
 Social and Emotional goals:
 Other Academic Goals:
 Post Secondary Goals:
 Financial:
 Governance:

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Attendance	297	76%	79%
SPA Program Participants	0	0%	3%
Reading Gains		%	40%
Post Secondary / Admitted into college	2	4%	9%
Math Gains		%	40%
FTE 2-3 Earn 6 credits		23%	25%
Unrestricted/unreserved fund balance of 2.5% or higher		%	%
Governance Board will meet a minimum of 4 meetings per year with a quorum present.		%	%
(SAC) will hold a minimum of 4 meetings per year		%	%

Goals Summary

- G1.** Truancy: The school will address, develop, and support the student community, parents, employers, and neighborhood partners by offering and engaging environment of learning. This environment will encourage students to be in school everyday.
- G2.** School Advisory Council: Increase the number of parents involved in SACS.
- G3.** Post Secondary: Increase the number of students who enroll into the military, college, or workforce development program after graduation by 5% annually.
- G4.** SPA Program: Increase the number of participants in the SPA program.
- G5.** Reading, Math, Science Academic, FTE2-3 Six Credit Goals

Goals Detail

G1. Truancy: The school will address, develop, and support the student community, parents, employers, and neighborhood partners by offering and engaging environment of learning. This environment will encourage students to be in school everyday.

Targets Supported

- Additional Targets

Resources Available to Support the Goal

- Truancy team will meet a minimum of twelve (12) times per year. Acquisition of new programs for the enhancement of services will be presented to the board. Encourage the use of innovative learning methods. Require the measurement of attendance outcomes. Explore comprehensive approach to partnerships between NBHS, families, and community. Training sessions with appropriate contacts on attendance and student engagement.

Targeted Barriers to Achieving the Goal

- Scheduling conflicts with staff calendars. Lack of parental involvement, transportation issues, conflicting pressures, and expectations. Due to infancy full development may take time.

Plan to Monitor Progress Toward the Goal

SPA will provide monthly reports to Administration regarding established partnerships with parents, families, community members, event participation, communications with teacher / student comments and data obtained from surveys.

Person or Persons Responsible

SPA, NBHS Staff

Target Dates or Schedule:

Reviewed at meeting session

Evidence of Completion:

Powerschool Logs, Surveys, and reports

G2. School Advisory Council: Increase the number of parents involved in SACS.**Targets Supported**

- Additional Targets

Resources Available to Support the Goal

- The School Advisory Council (SAC) represents various segments of the community—parents, teachers, students, administrators, support staff, business people and community members. This appropriately balanced number of stakeholders will bring a diverse perspective to NBHS. The SAC Council will review the school's improvement plan, which plan shall include performance indicators, which are measurable and incorporate data-driven decision-making. The SAC will assist the Principal as required.

Targeted Barriers to Achieving the Goal

- Individuals with calendar / scheduling conflicts. Lack of parental involvement. Explaining the information/data for promoting school improvement.

Plan to Monitor Progress Toward the Goal

Pre scheduling at meetings will provide coordination of schedules for available meeting dates. Data will identify problem areas, develop improvement strategies and monitor the implementation. These matters will be addressed/discussed at meetings. Data cycle will commence when new data is available.

Person or Persons Responsible

Principal, SAC, Academic and Behavioral Analyst

Target Dates or Schedule:

Monthly

Evidence of Completion:

Attendance logs, meeting minutes

G3. Post Secondary: Increase the number of students who enroll into the military, college, or workforce development program after graduation by 5% annually.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- New Beginnings High School strives to improve post-secondary readiness by retrieval for students short of credits or needing to raise GPA's, offering electives and providing subject areas for students who are in danger of not graduating with their cohort. Resources utilized include Compass/Odyssey, FAIR, FCAT scores, ACT, SAT, scheduling college tours with career guidance and financial aid research support. Schedule visits with military recruitment officers.

Targeted Barriers to Achieving the Goal

- Poor test scores, college tuition/financial issues, student lack of confidence.

Plan to Monitor Progress Toward the Goal

Review of weekly tests and quiz scores. Meeting with students to discuss college applications either submitted or in the process of submitting.

Person or Persons Responsible

Dean of Academics, Guidance

Target Dates or Schedule:

Weekly

Evidence of Completion:

Mastery of course subject

G4. SPA Program: Increase the number of participants in the SPA program.**Targets Supported**

- Additional Targets

Resources Available to Support the Goal

- Ask about resources

Targeted Barriers to Achieving the Goal

- Parent's who tend to avoid substantive involvement in critical issues such as daily attendance, student retention, and other areas that impact student success. Meaningful engagement from parents will assist NBHS boost student achievement and produce graduates who are prepared to be productive, globally competitive citizens.

Plan to Monitor Progress Toward the Goal

Survey parents and students and encourage they share information as well as identify areas where they deem collaboration is needed.

Person or Persons Responsible

Director of Student Services, SPA, staff

Target Dates or Schedule:

Monthly

Evidence of Completion:

Improvement in student school attendance, school work habits and interaction with fellow students / teachers. 75% parent attendance at school functions.

G5. Reading, Math, Science Academic, FTE2-3 Six Credit Goals

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- Additional Targets

Resources Available to Support the Goal

- Compass/Odyssey supportive curriculum
-

Targeted Barriers to Achieving the Goal

- Students enter school already below grade level.

Plan to Monitor Progress Toward the Goal

Classroom exams/quizzes; instructional interviews, classroom walk-throughs by administration

Person or Persons Responsible

Principal, Director of Academic Affairs

Target Dates or Schedule:

Walk-throughs will occur weekly; interview and exams on a frequent basis

Evidence of Completion:

Walk-through reports and classroom exam results.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Truancy: The school will address, develop, and support the student community, parents, employers, and neighborhood partners by offering and engaging environment of learning. This environment will encourage students to be in school everyday.

G1.B1 Scheduling conflicts with staff calendars. Lack of parental involvement, transportation issues, conflicting pressures, and expectations. Due to infancy full development may take time.

G1.B1.S1 Review dates for meetings and reach consensus of available timeframe between all parties. Plan innovative community event with family, community members and board member participation. Invite contacts to provide informational seminar on issues. Provide parents and students with complete research, and, if available, opportunities to see the an education.

Action Step 1

Review principal and staff schedules for convenient meeting dates/times suitable for all parties. Research/ study past and existing school partnership efforts with community and ascertain effective strategies. Increase community awareness of NBHS and its mission via media and events. Brainstorm collaboration with future partners such as local businesses, after-school care providers, higher education, foundations, and other community-based agencies. Provide documentation, equipment samples, product demonstrations for equipment requests. Connect with parents and family members about students. Reach out to students using very medium possible.

Person or Persons Responsible

Principal , SPA, Director of Student Services

Target Dates or Schedule

Monthly meeting

Evidence of Completion

Minutes, surveys at events, attendance rosters, and attendance reports.

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Meeting attendance. Survey outcome of parental support and emergent partnerships with community. I

Person or Persons Responsible

Principal, NBHS staff

Target Dates or Schedule

Monthly reviews

Evidence of Completion

Staff emails. Survey outcome of parental/family events and emergent partnerships with community. Attendance rosters.

Plan to Monitor Effectiveness of G1.B1.S1

Meeting attendance. Survey outcome of parental/family communications with the school.

Person or Persons Responsible

SPA, NBHS Staff

Target Dates or Schedule

Daily

Evidence of Completion

Powerschool Logs

G2. School Advisory Council: Increase the number of parents involved in SACS.

G2.B1 Individuals with calendar / scheduling conflicts. Lack of parental involvement. Explaining the information/data for promoting school improvement.

G2.B1.S1 Survey availability of individuals to attend evening or weekend meetings. Coordination of calendars for all parties concerned. Communication on data driven structuring. Training workshop with needed contacts.

Action Step 1

Create a community calendar which each member can access and place tentative timeframes for upcoming meeting dates. Implement Skype or similar conferencing software as an alternative form of participation for members unable to travel to meeting site due to hectic schedule. Provide workshop/ webinar/ online training on effective school improvement process.

Person or Persons Responsible

Principal, SAC members, Academic and Behavioral Analyst

Target Dates or Schedule

Review upcoming meetings (2 months out) for unforeseen scheduling conflicts. Review can occur at end of scheduled meeting, time permitting.

Evidence of Completion

Full working group at every meeting. Group knowledgeable on data driven process.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Sign in sheets will be provided for confirmation of attendance.

Person or Persons Responsible

Principal, SAC , Academic and Behavioral Analyst

Target Dates or Schedule

Beginning of each meeting

Evidence of Completion

Attendance log.

Plan to Monitor Effectiveness of G2.B1.S1

Pre scheduling at meetings will provide coordination of schedules for available meeting dates. Data will identify problem areas, develop improvement strategies and monitor the implementation. These matters will be addressed/discussed at meetings. Data cycle will commence when new data is available.

Person or Persons Responsible

Principal, SAC, Academic and Behavioral Analyst

Target Dates or Schedule

Scheduled meeting dates

Evidence of Completion

Attendance sheets and agenda items meeting minutes.

G3. Post Secondary: Increase the number of students who enroll into the military, college, or workforce development program after graduation by 5% annually.

G3.B1 Poor test scores, college tuition/financial issues, student lack of confidence.

G3.B1.S1 Provide tutoring if needed, establishing testing strategies, research assistance with student financial aid programs, reinforce the importance and benefits of higher education.

Action Step 1

Implement tutoring sessions for seniors in the weakest subjects. Research and facilitate innovative test taking strategies. Plan college tours with community colleges and universities. Assist the student with researching career goals and financial aid possibilities. Formation of concept maps as a formative, constructivist collaborative learning tool to gauge students' understanding of subject matter.

Person or Persons Responsible

Dean of Academics, Guidance, and Instructors.

Target Dates or Schedule

During senior bell schedule

Evidence of Completion

Evidence in improved test scores, college plan outline by student with guidance assistance.

Facilitator:

Dean of Academics

Participants:

Administration, Academic Instructors

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Weekly tests, quizzes. Student interest/conversation regarding particular schools of higher education. College application process.

Person or Persons Responsible

Dean of Academics, Guidance, Instructors

Target Dates or Schedule

Weekly testing/ daily mini quizzes, completed college applications with accompanying documentation forwarded to guidance for assistance / review.

Evidence of Completion

Higher test scores, submitted applications.

Plan to Monitor Effectiveness of G3.B1.S1

Review of weekly tests and quiz scores. Meeting with students to discuss college applications either submitted or in the process of submitting.

Person or Persons Responsible

Dean of Academics, Guidance, Instructors

Target Dates or Schedule

Weekly

Evidence of Completion

Higher test scores, mastery of subject matter, acceptance communication from college/university.

G4. SPA Program: Increase the number of participants in the SPA program.

G4.B1 Parent's who tend to avoid substantive involvement in critical issues such as daily attendance, student retention, and other areas that impact student success. Meaningful engagement from parents will assist NBHS boost student achievement and produce graduates who are prepared to be productive, globally competitive citizens.

G4.B1.S1 Outreach practices such as meeting with families face-to-face, sending learning/resource materials home, and keeping in touch about progress. Workshops for parents on helping their children achieve improved communication skills. Provide an advocate to accompany a parent/guardian/student to any conference or hearing deemed necessary and review with the parent/guardian/student any documentation, information, or presentation relating to the conference or hearing. Provide training to parents on how to advocate for their children in a constructive way. Create a unique climate and culture in which all students feel welcome, safe, and secure.

Action Step 1

The leadership team will assign a teacher to assist the school SPA staff to serve as adult advocates to a group of students. Create a an environment in which parents feel valued and welcome, and that is culturally sensitive, including developing supportive mission and policy statements. Outreach events to encourage participation of parents, in particular those who might have low-level literacy skills and/or from whom English is a second language.

Person or Persons Responsible

Principal, Director of Academic Affairs, Director of Student Services, SPA staff and instructional staff.

Target Dates or Schedule

SPA, teacher and student group will meet twice monthly for 45 minutes during a designated time within the school day. Meet with parents at least four times a year, accommodating the varied schedules of parents, language barriers, and the need for child care.

Evidence of Completion

Monthly report from SPA staff on progress of students in group and if there was a need for referrals. Parent surveys.

Facilitator:

SPA staff member

Participants:

Administration and instructional staff members

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Director of Student Services will meet with SPA staff bi-weekly and review topic for preceding student advocate group meeting. Issues deemed of concern will be discussed and brainstormed for resolve. Communication with parents after open house event or training provided.

Person or Persons Responsible

Director of Student Services

Target Dates or Schedule

Bi-weekly / monthly

Evidence of Completion

Confidential reporting on group progress. Survey parents to ascertain their input of parent open house or workshop.

Plan to Monitor Effectiveness of G4.B1.S1

Survey parents and students and encourage they share information as well as identify areas where they deem collaboration is needed.

Person or Persons Responsible

Director of Student Services, SPA, staff

Target Dates or Schedule

Weekly, monthly

Evidence of Completion

Positive active participation of student in group and classroom setting. 75% participation of parents at school events.

G5. Reading, Math, Science Academic, FTE2-3 Six Credit Goals**G5.B1** Students enter school already below grade level.

G5.B1.S1 Using a formative assessment to create a baseline score for each student. Consequently based upon the score, differential instruction and re-teaching benchmarks to accelerate learning will occur. Additional formative assessments will be administered to monitor progress of each student.

Action Step 1

Scheduling of formative assessments. Data will be reviewed by Academic and Behavior Analyst on a frequent basis. Information will be delivered to school administration.

Person or Persons Responsible

Principal and Director of Academic Affairs

Target Dates or Schedule

Baseline assessment will be administered shortly after student enters school. Formative assessments will occur on a quarterly basis.

Evidence of Completion

Reports produced by outside resource company for assessments.

Facilitator:

Data Consultant

Participants:

Administration, Director of Academic Affairs, and Academic and Behavior Analyst, Instructional Staff

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Reports created by Academic Analyst and other contacts as directed by Principal

Person or Persons Responsible

Administration

Target Dates or Schedule

Upon assessment administration.

Evidence of Completion

Assessment Report

Plan to Monitor Effectiveness of G5.B1.S1

Correlation of formative assessment results to FCAT 2.0 scores. Sensitivity and Specificity test will also be administered between formative and summative assessments.

Person or Persons Responsible

Academic and Behavior Analyst, Director of Academic Affairs, and Director of Student Services

Target Dates or Schedule

After FCAT 2.0 results are completed and delivered by Pearson to the school

Evidence of Completion

Report created by Academic Analyst and Data Consultant

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A: Services are provided to ensure that students requiring additional remediation are assisted through summer school and Extended School Services (ESY). The District coordinates with Title II and Title III in ensuring staff development.

Title I, Part C- Migrant: Migrants liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure students needs are met.

Title I, Part D: N/A

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology is implemented in the classroom.

Title III: Services are provided through the district for education materials and ELL district support to improve the education of immigrant and English Language Learners.

Title VI, Part B:

Title X- Homeless: New Beginning's Mental Health Counselor provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide tutoring for level 1 readers, SAI funds will be used to expand the summer program to all level students.

Violence Prevention Program: The school offers a non-violence and anti-drug program to students that incorporate community service, drug test and counseling.

Nutrition Programs: New Beginnings offers free breakfast and lunch to qualified students.

Housing Programs: N/A

Head Start: N/A

Adult Education: N/A

Career and Technical Education: N/A

Job Training: N/A

Other: N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Post Secondary: Increase the number of students who enroll into the military, college, or workforce development program after graduation by 5% annually.

G3.B1 Poor test scores, college tuition/financial issues, student lack of confidence.

G3.B1.S1 Provide tutoring if needed, establishing testing strategies, research assistance with student financial aid programs, reinforce the importance and benefits of higher education.

PD Opportunity 1

Implement tutoring sessions for seniors in the weakest subjects. Research and facilitate innovative test taking strategies. Plan college tours with community colleges and universities. Assist the student with researching career goals and financial aid possibilities. Formation of concept maps as a formative, constructivist collaborative learning tool to gauge students' understanding of subject matter.

Facilitator

Dean of Academics

Participants

Administration, Academic Instructors

Target Dates or Schedule

During senior bell schedule

Evidence of Completion

Evidence in improved test scores, college plan outline by student with guidance assistance.

G4. SPA Program: Increase the number of participants in the SPA program.

G4.B1 Parent's who tend to avoid substantive involvement in critical issues such as daily attendance, student retention, and other areas that impact student success. Meaningful engagement from parents will assist NBHS boost student achievement and produce graduates who are prepared to be productive, globally competitive citizens.

G4.B1.S1 Outreach practices such as meeting with families face-to-face, sending learning/resource materials home, and keeping in touch about progress. Workshops for parents on helping their children achieve improved communication skills. Provide an advocate to accompany a parent/guardian/student to any conference or hearing deemed necessary and review with the parent/guardian/student any documentation, information, or presentation relating to the conference or hearing. Provide training to parents on how to advocate for their children in a constructive way. Create a unique climate and culture in which all students feel welcome, safe, and secure.

PD Opportunity 1

The leadership team will assign a teacher to assist the school SPA staff to serve as adult advocates to a group of students. Create a an environment in which parents feel valued and welcome, and that is culturally sensitive, including developing supportive mission and policy statements. Outreach events to encourage participation of parents, in particular those who might have low-level literacy skills and/or from whom English is a second language.

Facilitator

SPA staff member

Participants

Administration and instructional staff members

Target Dates or Schedule

SPA, teacher and student group will meet twice monthly for 45 minutes during a designated time within the school day. Meet with parents at least four times a year, accommodating the varied schedules of parents, language barriers, and the need for child care.

Evidence of Completion

Monthly report from SPA staff on progress of students in group and if there was a need for referrals. Parent surveys.

G5. Reading, Math, Science Academic, FTE2-3 Six Credit Goals

G5.B1 Students enter school already below grade level.

G5.B1.S1 Using a formative assessment to create a baseline score for each student. Consequently based upon the score, differential instruction and re-teaching benchmarks to accelerate learning will occur. Additional formative assessments will be administered to monitor progress of each student.

PD Opportunity 1

Scheduling of formative assessments. Data will be reviewed by Academic and Behavior Analyst on a frequent basis. Information will be delivered to school administration.

Facilitator

Data Consultant

Participants

Administration, Director of Academic Affairs, and Academic and Behavior Analyst, Instructional Staff

Target Dates or Schedule

Baseline assessment will be administered shortly after student enters school. Formative assessments will occur on a quarterly basis.

Evidence of Completion

Reports produced by outside resource company for assessments.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Truancy: The school will address, develop, and support the student community, parents, employers, and neighborhood partners by offering and engaging environment of learning. This environment will encourage students to be in school everyday.	\$61,545
G4.	SPA Program: Increase the number of participants in the SPA program.	\$43,222
G5.	Reading, Math, Science Academic, FTE2-3 Six Credit Goals	\$74,482
Total		\$179,249

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Personnel	Evidence-Based Program	Total
Operating Funds and Start up Grant	\$74,482	\$0	\$0	\$74,482
Operating and IDEA Funds, Title I (parent Involvement)	\$0	\$43,222	\$0	\$43,222
Operating and IDEA Funds	\$0	\$0	\$61,545	\$61,545
Total	\$74,482	\$43,222	\$61,545	\$179,249

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Truancy: The school will address, develop, and support the student community, parents, employers, and neighborhood partners by offering and engaging environment of learning. This environment will encourage students to be in school everyday.

G1.B1 Scheduling conflicts with staff calendars. Lack of parental involvement, transportation issues, conflicting pressures, and expectations. Due to infancy full development may take time.

G1.B1.S1 Review dates for meetings and reach consensus of available timeframe between all parties. Plan innovative community event with family, community members and board member participation. Invite contacts to provide informational seminar on issues. Provide parents and students with complete research, and, if available, opportunities to see the an education.

Action Step 1

Review principal and staff schedules for convenient meeting dates/times suitable for all parties. Research/ study past and existing school partnership efforts with community and ascertain effective strategies. Increase community awareness of NBHS and its mission via media and events. Brainstorm collaboration with future partners such as local businesses, after-school care providers, higher education, foundations, and other community-based agencies. Provide documentation, equipment samples, product demonstrations for equipment requests. Connect with parents and family members about students. Reach out to students using very medium possible.

Resource Type

Evidence-Based Program

Resource

Dean of Academics salary, Student Incentives and Technology

Funding Source

Operating and IDEA Funds

Amount Needed

\$61,545

G4. SPA Program: Increase the number of participants in the SPA program.

G4.B1 Parent's who tend to avoid substantive involvement in critical issues such as daily attendance, student retention, and other areas that impact student success. Meaningful engagement from parents will assist NBHS boost student achievement and produce graduates who are prepared to be productive, globally competitive citizens.

G4.B1.S1 Outreach practices such as meeting with families face-to-face, sending learning/resource materials home, and keeping in touch about progress. Workshops for parents on helping their children achieve improved communication skills. Provide an advocate to accompany a parent/guardian/student to any conference or hearing deemed necessary and review with the parent/guardian/student any documentation, information, or presentation relating to the conference or hearing. Provide training to parents on how to advocate for their children in a constructive way. Create a unique climate and culture in which all students feel welcome, safe, and secure.

Action Step 1

The leadership team will assign a teacher to assist the school SPA staff to serve as adult advocates to a group of students. Create a an environment in which parents feel valued and welcome, and that is culturally sensitive, including developing supportive mission and policy statements. Outreach events to encourage participation of parents, in particular those who might have low-level literacy skills and/or from whom English is a second language.

Resource Type

Personnel

Resource

Student Parent Advocacy Instructor and Parent Involvement

Funding Source

Operating and IDEA Funds, Title I (parent Involvement)

Amount Needed

\$43,222

G5. Reading, Math, Science Academic, FTE2-3 Six Credit Goals

G5.B1 Students enter school already below grade level.

G5.B1.S1 Using a formative assessment to create a baseline score for each student. Consequently based upon the score, differential instruction and re-teaching benchmarks to accelerate learning will occur. Additional formative assessments will be administered to monitor progress of each student.

Action Step 1

Scheduling of formative assessments. Data will be reviewed by Academic and Behavior Analyst on a frequent basis. Information will be delivered to school administration.

Resource Type

Technology

Resource

Staff training, ESE Para, Curriculum Development contractor and Instructional Software

Funding Source

Operating Funds and Start up Grant

Amount Needed

\$74,482