Newberry High School

2021-22 Schoolwide Improvement Plan

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Newberry High School

400 SW 258TH ST, Newberry, FL 32669

https://www.sbac.edu/newberryhigh

Demographics

Principal: James Sheppard

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (61%) 2017-18: B (56%) 2016-17: C (52%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Sheppard, James	Principal	-Supervise the operation and management of all school activities and functions at the assigned school. -Provide leadership in the development and delivery of all educational programs. -Manage and administer the accreditation program for the assigned school. -Develop a plan for short- and long-range instructional and facility needs. -Utilize current research, performance data, and feedback from students, teachers, parents/guardians, and community to make decisions related to improvement of instruction and student performance. -Coordinate program planning with district instructional staff. -Interview and recommend personnel for employment. -Assume responsibility for student suspensions in accordance with board policies and statutes. -Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget and internal accounts. -Manage and supervise the school's athletic and student activity programs, including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events. -Provide leadership in the school improvement process and the implementation of the school improvement plan. -Demonstrate proactive leadership and effective management skills to motivate and gain commitment of staff to facilitate task accomplishment.
Mauldin, Melissa	Assistant Principal	-Assist the principal in the administration and supervision of secondary school operations. -Assume administrative responsibility for the school in the absence of the principal. -Develop a master schedule for all students and teachers. -Assist in the development of the school curriculum and implement county and state guidelines.

Name	Title	Job Duties and Responsibilities
		-Monitor ESE program for compliance with state and federal guidelines and statutes. -Evaluate course offerings to determine if student needs are considered and met. -Assist with the administration of all testing programs. -Assist principal with interviews and selection of personnel. -Assist principal in developing personnel assignments and duty rosters. -Supervise facilities and grounds operation. -Supervise co-curricular activities. -Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for the appropriate employment action. -Represent the district in a positive and professional manner and demonstrate support for the school district and its goals and priorities.
Burford, Mark	Dean	-Assist in development and implementation of preventive discipline plan. -Provide assistance to administrators, teachers, and staff for behavioral management. -Manage the discipline referral process. -Advise students on appropriate school behavior and follow up with parents/guardians and teachers on results. -Assist administration as an additional resource for classroom management and appropriate student behavior and provide teacher in-service as needed. -Collaborate with students, parents/guardians, school staff, and other appropriate persons to assist in meeting student needs. -Provide accurate and timely information to parents/guardians and students about academic and behavioral performance of students. -Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions. -Supervise students at all times to ensure a safe and orderly environment.

Name	Title	Job Duties and Responsibilities
McDilda, Melissa	Guidance Counselor	-Plan and develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities. -Establish short- and long-range plans based on student needs, as well as school, district, and state priorities. -Communicate goals and services of the counseling program to school administration, staff, students, and parents/guardians. -Review, evaluate, and select a variety of materials to support a well-balanced counseling program. -Establish and follow procedures for appropriate intervention in accordance with school, district, and state laws, rules, and policies. -Demonstrate knowledge of theories, techniques, and instruments used for assessments. -Evaluate counseling program objectives, including using feedback from students, parents/guardians, and staff. -Use relevant assessment data to make recommendations to students, parents/ guardians, teachers, and other professionals.
Shelley, Carol	Teacher, K-12	-Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative, and evaluative thinking capabilities of students. -Select, develop, modify, and/or adapt materials, technology, and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities. -Identify specific intended learning outcomes that are challenging, meaningful, and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety

Name	Title	Job Duties and Responsibilities
		of motivational techniques. -Provide quality work for students that is focused on meaningful, relevant, and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting, and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.
Steele, Susan	Instructional Media	-Identify, select, and develop short- and long-range goals and objectives for the media program based on student, faculty, and curriculum needs. -Plan with teachers and instructional leaders for the integration of media/information skills into the school program. -Develop schedules and organize resources to allow easy access to information and services. -Plan for the acquisition of materials to enhance learning consistent with the needs of students. -Develop and implement policies and procedures necessary for the efficient and effective operation of the media center. -Administer the media center budget based on program goals and objectives. -Coordinate the selection and acquisition process for media resources and equipment using approved selection policies and procedures. -Provide for use of current technologies. -Facilitate the use, maintenance, repair, and inventory of all media center materials and equipment. -Solicit ongoing feedback from members of the school staff regarding the availability, use, and impact of media materials.

Name	Title	Job Duties and Responsibilities
Cheggeh, Natasha	Guidance Counselor	-Plan and develop guidance programs based on developmental needs of students, needs assessments, and school and district priorities. -Establish short- and long-range plans based on student needs, as well as school, district, and state priorities. -Communicate goals and services of the counseling program to school administration, staff, students, and parents/guardians. -Review, evaluate, and select a variety of materials to support a well-balanced counseling program. -Establish and follow procedures for appropriate intervention in accordance with school, district, and state laws, rules, and policies. -Demonstrate knowledge of theories, techniques, and instruments used for assessments. -Evaluate counseling program objectives, including using feedback from students, parents/guardians, and staff. -Use relevant assessment data to make recommendations to students, parents/guardians, teachers, and other professionals.
Moore, Dawn	Dean	-Assist in development and implementation of preventive discipline plan. -Provide assistance to administrators, teachers, and staff for behavioral management. -Manage the discipline referral process. -Advise students on appropriate school behavior and follow up with parents/guardians and teachers on results. -Assist administration as an additional resource for classroom management and appropriate student behavior and provide teacher in-service as needed. -Collaborate with students, parents/guardians, school staff, and other appropriate persons to assist in meeting student needs. -Provide accurate and timely information to parents/guardians and students about academic and behavioral performance of students.

Name	Title	Job Duties and Responsibilities
		-Recognize overt indicators of student distress or abuse and take appropriate intervention, referral, or reporting actions. -Supervise students at all times to ensure a safe and orderly environment.
Sterner, Jean	Teacher, K-12	-Plan, prepare, and conduct a variety of learning activities considering students' learning styles and special needs in order to enhance the application of critical, creative, and evaluative thinking capabilities of students. -Select, develop, modify, and/or adapt materials, technology, and resources to support learning objectives and address students' learning styles and special needs. -Create or select goals and objectives for unit and daily plans based on a review of district and state curriculum priorities, student profiles, and instructional priorities. -Identify specific intended learning outcomes that are challenging, meaningful, and measurable. -Apply principles of learning and effective teaching in instructional delivery. -Maintain academic focus by using a variety of motivational techniques. -Provide quality work for students that is focused on meaningful, relevant, and engaging learning experiences. -Sequence content and activities appropriately. -Maintain instructional momentum with smooth and efficient transitions from one activity to another. -Provide instruction on safety procedures and proper handling of materials and equipment. -Assist students in assessing, interpreting, and evaluating information from multiple sources. -Encourage self-assessment by students and assist them in developing plans for improving their performance, as appropriate.

Demographic Information

Principal start date
Friday 6/1/2018, James Sheppard

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

697

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	189	172	185	146	692
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	17	26	28	20	91
One or more suspensions	0	0	0	0	0	0	0	0	0	7	5	6	1	19
Course failure in ELA	0	0	0	0	0	0	0	0	0	15	38	53	35	141
Course failure in Math	0	0	0	0	0	0	0	0	0	12	32	38	9	91
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	25	44	42	23	134
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	29	41	36	40	146
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	29	54	61	35	179

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 7/22/2021

2020-21 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	170	167	144	152	633
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	22	15	17	80
One or more suspensions	0	0	0	0	0	0	0	0	0	8	9	11	7	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	12	9	14	40
Course failure in Math	0	0	0	0	0	0	0	0	0	2	17	7	14	40
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	42	40	25	23	130
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	41	33	43	26	143

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	36	40	27	28	131

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	170	167	144	152	633
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	26	22	15	17	80
One or more suspensions	0	0	0	0	0	0	0	0	0	8	9	11	7	35
Course failure in ELA	0	0	0	0	0	0	0	0	0	5	12	9	14	40
Course failure in Math	0	0	0	0	0	0	0	0	0	2	17	7	14	40
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	42	40	25	23	130
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	41	33	43	26	143

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	36	40	27	28	131

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school.
This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2021					
	2019	58%	60%	-2%	55%	3%
Cohort Comparison						
10	2021					
	2019	56%	55%	1%	53%	3%
Cohort Comparison		-58%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	66%	-2%	67%	-3%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	77%	71%	6%	70%	7%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	25%	56%	-31%	61%	-36%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	48%	-5%	57%	-14%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

AIMS ELA Grade 9; AIMS ELA Grade 10; AIMS Algebra 1 (Grade 9); AIMS Geometry (Grade 10); AIMS Biology (Grade 10); AIMS U. S. History (Grade 11)

<table>
<tr><th colspan="5">Grade 9</th></tr>
<tr><td rowspan="5">English Language Arts</td><td>Number/% Proficiency</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td>All Students</td><td>97/70.8%</td><td>27/20.0%</td><td>98/65.8%</td></tr>
<tr><td>Economically Disadvantaged</td><td>39/57.4%</td><td>7/10.3%</td><td>46/59.7%</td></tr>
<tr><td>Students With Disabilities</td><td>3/20.0%</td><td>0/0.0%</td><td>4/22.2%</td></tr>
<tr><td>English Language Learners</td><td>0/0.0%</td><td>0/0.0%</td><td>1/100.0%</td></tr>
<tr><td rowspan="5">Mathematics</td><td>Number/% Proficiency</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td>All Students</td><td>13/17.3%</td><td>17/21.0%</td><td>2/22.2%</td></tr>
<tr><td>Economically Disadvantaged</td><td>10/22.7%</td><td>11/22.9%</td><td>2/28.6%</td></tr>
<tr><td>Students With Disabilities</td><td>1/10.0%</td><td>3/27.3%</td><td>0/0.0%</td></tr>
<tr><td>English Language Learners</td><td></td><td></td><td></td></tr>
<tr><td rowspan="5">Biology</td><td>Number/% Proficiency</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td>All Students</td><td></td><td></td><td></td></tr>
<tr><td>Economically Disadvantaged</td><td></td><td></td><td></td></tr>
<tr><td>Students With Disabilities</td><td></td><td></td><td></td></tr>
<tr><td>English Language Learners</td><td></td><td></td><td></td></tr>
<tr><td rowspan="5">US History</td><td>Number/% Proficiency</td><td>Fall</td><td>Winter</td><td>Spring</td></tr>
<tr><td>All Students</td><td></td><td></td><td></td></tr>
<tr><td>Economically Disadvantaged</td><td></td><td></td><td></td></tr>
<tr><td>Students With Disabilities</td><td></td><td></td><td></td></tr>
<tr><td>English Language Learners</td><td></td><td></td><td></td></tr>
</table>

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	87/61.7%	99/69.7%	76/52.8%
	Economically Disadvantaged	35/58.3%	38/60.3%	31/50.8%
	Students With Disabilities	2/20.0%	6/50.0%	2/20.0%
	English Language Learners	1/100.0%	2/100.0%	1/50.0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	36/26.1%	45/31.9%	57/51.4%
	Economically Disadvantaged	12/22.6%	14/25.5%	21/52.5%
	Students With Disabilities	1/8.3%	1/8.3%	5/45.5%
	English Language Learners	1/25.1%	0/0.0%	2/66.7%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	59/43.1%	26/18.8%	65/52.0%
	Economically Disadvantaged	20/33.3%	8/12.3%	21/37.5%
	Students With Disabilities	1/9.1%	1/7.7%	1/9.1%
	English Language Learners	2/100.0%	0/0.0%	1/50.0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	37/41.1%	43/48.3%	47/49.0%
	Economically Disadvantaged	11/27.5%	14/35.0%	16/39.0%
	Students With Disabilities	3/30.0%	2/22.2%	3/33.3%
	English Language Learners	1/33.3%	1/50.0%	2/66.7%

Grade 12					
English Language Arts	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Mathematics	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
Biology	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				
US History	Number/% Proficiency	Fall	Winter	Spring	
	All Students Economically Disadvantaged Students With Disabilities English Language Learners				

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20

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

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	611
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	67
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Newberry High School saw an increase in student achievement for English Language Arts (ELA), Math, Science, and Social Studies from 2018 to 2019. Students in the Students with Disabilities, Black/African American, Hispanic, and Economically Disadvantaged subgroups demonstrated achievement gaps in ELA compared to school-wide achievement. Students in the Students with Disabilities, Black/African American, and Economically Disadvantaged subgroups also demonstrated achievement gaps compared to school-wide achievement in Math, Science, and Social Studies.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The areas with greatest need for improvement are the achievement gaps experienced by students in the Students with Disabilities subgroup and students in the Black/African American subgroup in all core subject areas. Students in the Students with Disabilities subgroup experienced achievement gaps ranging from 19 (Math) to 37 (ELA) points compared to school-wide achievement. This is the only student subgroup whose achievement (40%) fell below the federal threshold (41%). Students in the Black/African American subgroup experienced achievement gaps ranging from 24 (Math) to 42 (Science) percentage points compared to school-wide achievement, and overall achievement for this subgroup was 42 percent.

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

Factors contributing to the achievement gaps experienced by students in the Students with Disabilities and Black/African American subgroups may include a lack of opportunities for students to take advanced courses and/or a sense of intimidation students in one or both of these subgroups may feel about taking advanced courses and their respective exams. In order to close achievement gaps, school leaders should provide more opportunities for students to take advanced courses and encourage students to take advantage of those opportunities. One example is the change Newberry High School will make for the 2021-2022 academic year to enroll all twelfth-grade students in the AICE English General Paper course, replacing English IV and English IV Honors. Furthermore, school leaders, teachers, and staff should identify and implement research-based instructional strategies designed to meet the needs of diverse learners. Consistently implementing Universal Design for Learning (UDL) strategies in all core

content classes and providing necessary supports and scaffolding to help students achieve learning gains are examples of such strategies.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The greatest improvement in student achievement for 2019 was seen in Math achievement, Math learning gains, and Math learning gains for the lowest 25th percentile. Overall Math achievement increased from 35% (2018) to 48% (2019) school-wide. School-wide Math learning gains increased from 28% (2018) to 60% (2019), and school-wide Math learning gains for the lowest 25th percentile increased from 24% (2018) to 56% (2019).

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

Newberry High School made adjustments in Mathematics course progression, offering students the opportunity to take Liberal Arts Math before Algebra I as an extra support in preparation for the Algebra I course and its end-of-course (EOC) exam. Students were also provided the opportunity to take Informal Geometry before Geometry. In both instances, students with a demonstrated history of Math deficiency in previous state-wide Mathematics assessments were given the opportunity to develop knowledge and skills in Mathematics courses that provided the additional knowledge and practice needed for students to perform to the high standards of FSA/EOC assessments in Algebra I and Geometry. Additionally, school leaders focused on PSAT participation for all tenth-grade students with a special emphasis on students in the lowest quartile.

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

To continue to improve and accelerate learning, Newberry High School will provide the Cambridge International program's Advanced International Certificate of Education (AICE) English General Paper class in place of the standard English IV and English IV Honors classes for all twelfth-grade students. Additionally, all teachers at Newberry High School will plan lessons and assessments that are aligned to state standards and that intentionally and strategically keep all students engaged in their own learning process. Students should know upon entering each class what material will be covered in the lesson, how the material is tied to state standards for the given course, and what they are expected to do in order to successfully demonstrate mastery of the knowledge and/or skills addressed in the given lesson. Teachers will display this information for daily lessons using a common "Engagement Board" in their classrooms.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers at Newberry High School will participate in a school-wide professional learning community (PLC) dedicated to implementing a daily "Engagement Board." The purpose of the PLC is to encourage and equip teachers to provide students with a daily agenda, specific learning goals, and assessment criteria for each day's lesson in order to ensure that Newberry High School students are college- and career-ready. The goals of this PLC are: a 10% increase of the percentage of students achieving proficiency and/or learning gains on assessments; and/or 20% increase in college and career proficiency. Teachers participating in the PLC will implement literacy and other high-yield teaching strategies to increase student engagement, desire to learn, and critical thinking skills.

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

Newberry High School provided Math and ELA boot camps for students to receive specialized tutoring and targeted practice before taking the FSA ELA and EOC exams. Teachers held before- and/or after-school tutoring sessions for all students taking the ACT.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The Students with Disabilities subgroup was the only student subgroup that fell short of the federal threshold of 41% achievement in 2019. Because this subgroup had an overall achievement of 40%, Newberry High School was identified for Targeted Support and Improvement (TS&I).
Measureable Outcome:	Newberry High School aims to achieve a minimum of 41% achievement for students in the Students with Disabilities subgroup for the 2021-2022 academic year.
Monitoring:	School administrators, teachers, and staff will work together with students and parents/guardians to ensure students' IEP accommodations and goals are met. Accurate performance and needs assessments for students in the Students with Disabilities subgroup will ensure appropriate placement in courses, as well as the implementation of appropriate supports and accommodations for students.
Person responsible for monitoring outcome:	James Sheppard (sheppajh@gm.sbac.edu)
Evidence-based Strategy:	Newberry High School will consistently provide students with a rigorous learning environment and high expectations for student success. Teachers will implement research-based instructional and assessment strategies, such as those associated with Universal Design for Learning (UDL), and will focus on improving student engagement in all classes. Common use of an "Engagement Board" in all classrooms will further support student engagement and empowerment in learning.
Rationale for Evidence-based Strategy:	UDL strategies help teachers remove barriers to instruction, learning, and assessment for diverse student populations. When teachers provide student-centered lessons and assessments, student engagement and achievement improve. Common use of the "Engagement Board" by all teachers will further enhance student engagement.

Action Steps to Implement

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

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

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

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

Provide professional development opportunities as needed related to UDL and a school-wide PLC using a common "Engagement Board."

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

Monitor instructional practices and consistent use of UDL strategies and the use of a common "Engagement Board."

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

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

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

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	Students in the Black/African American subgroup experienced achievement gaps compared to the overall student population in ELA, Math, Science, and Social Studies. In 2019, 32% of students in the Black/African American subgroup demonstrated achievement (scoring at a Level 3, 4, or 5) in ELA, compared to 57% of students school-wide. Twenty-four percent (24%) demonstrated achievement in Math, compared to 48% of students school-wide. Twenty-two percent (22%) demonstrated achievement in Science, compared to 64% school-wide. Fifty-four percent (54%) demonstrated achievement in Social Studies, compared to 80% school-wide.
Measureable Outcome:	Reduce the achievement gaps in ELA, Math, Science, and Social Studies experienced by students in the Black/African American subgroup compared to overall student achievement by three percent.
Monitoring:	Regular review of quarterly formative assessments (AIMS, USATestprep) and data chats with school leaders and teachers to determine to what extent achievement gaps experienced by students in the Black/African American subgroup are closing and identify areas where more emphasis should be made in classroom instruction.
Person responsible for monitoring outcome:	James Sheppard (sheppajh@gm.sbac.edu)
Evidence-based Strategy:	Teachers will continue to expand their use of UDL strategies and differentiated instruction and provide equitable access to resources that meet the needs of all learners.
Rationale for Evidence-based Strategy:	UDL strategies are research-based, student-centered instructional and assessment strategies that provide students with opportunities to learn and demonstrate knowledge and skills in ways that are meaningful to them and align with their unique learning needs.

Action Steps to Implement

Explicit communication of high expectations for all students.

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

Engage all students in rigorous, standards-based curricula.

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

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

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

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

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

Support students from traditionally underrepresented populations in advanced courses.

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

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

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

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	ELA learning gains for the lowest 25th percentile decreased by 14% from 2018 to 2019, and overall ELA learning gains decreased by 9%. Focusing on increasing learning gains, especially for students in the lowest 25th percentile, will encourage teachers to provide necessary instructional scaffolding and supports while upholding high expectations for student learning and course rigor. Intentionally addressing the needs of students in the lowest 25th percentile will positively impact student achievement in all courses.
Measureable Outcome:	Increase ELA learning gains for students in the lowest quartile to 54%.
Monitoring:	Regular review of quarterly formative assessments to determine to what extent ELA learning gains are being made by students in the lowest quartile and identify areas where more emphasis should be made in classroom instruction.
Person responsible for monitoring outcome:	James Sheppard (sheppajh@gm.sbac.edu)
Evidence-based Strategy:	Frequent progress monitoring, reteaching and remediation informed by standards-based formative assessment data, tutoring, mentoring, and other individual and/or small-group interventions will be provided for students to help them understand areas in need of improvement and actively work to make learning gains.
Rationale for Evidence-based Strategy:	Regular progress monitoring and data analysis allow teachers to gain a more complete understanding of student learning and identify areas where students need additional support and/or practice. Formative assessments designed to reflect the format and rigor of FSA/EOC assessments scheduled throughout the school year provide timely, standards-based feedback for teachers and students to focus their efforts on specific areas in need of improvement.

Action Steps to Implement

Promote standards-based teacher planning.

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

Promote standards-based, student-centered instruction.

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

Promote standards-based assessment.

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

Conduct regular analysis of student achievement data.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Compared to all high schools in Florida, Newberry High School reported 0.45 property-related incidents per 100 students during the 2019-2020 academic year. NHS reported 1.67 violent incidents per 100 students and 1.21 drug/public order incidents per 100 students for the same year. The three most common "violent incident" citations were threat or intimidation, harassment, and physical attack. The most common "property incident" citation was larceny, theft, or motor vehicle, and the most common "drug/public order incident" citation was drug use or possession, except alcohol.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

A positive school culture and environment reflect: a supportive and fulfilling learning environment; learning
conditions that meet the needs of all students; stakeholders who are sure of their roles and relationships in student learning; and a culture that values trust, respect, and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment is critical. Stakeholder groups more proximal to the school include teachers, students, families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners. Stakeholders play a key role in school performance and addressing equity. Collaborating with various stakeholder groups is critical for formulating a statement of vision, mission, values, and goals and for designing and implementing school improvement strategies.

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

At Newberry High School, we are proud of the programs and services we offer our students and encourage them
to take full advantage of every available opportunity. Parents/guardians and other community stakeholders are invited to become involved in the school to positively impact the learning community through volunteer programs, booster programs, and the support of extracurricular activities. Faculty and administration work hard to inform parents and other stakeholders about school policies, procedures, and services. Our school website,
Facebook page, and other media outlets are utilized to help us accomplish this goal. All students, regardless of age, grade, or other demographics, will find something at Newberry High School to keep them engaged and learning. We look forward to a productive school year each and every year and understand stakeholder involvement is key to all of our success.

Part V: Budget

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	**$0.00**