School District of Osceola County, FL

NEW DIMENSIONS HIGH SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and

2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of New Dimensions High School is that learning is participatory, involving hope, curiosity, and commitment so that action becomes a legitimate result of learning.

Provide the school's vision statement

The mission of New Dimensions High School is that learning is participatory, involving hope, curiosity, and commitment so that action becomes a legitimate result of learning.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Joseph Mezzina

Position Title
Director of Instruction

Job Duties and Responsibilities

Recruiting, hiring, onboarding, training, developing, and evaluating teachers.

Also:
Schedule Creation
Assessment Coordination
Liaison with the District
Communication
Discipline
Attendance
Compliance
Professional Development

Leadership Team Member #2

Employee's Name
Michael Alfers

Position Title
Director of Operations

Job Duties and Responsibilities

Financial Management

Facilities Management

Oversee Support Personnel

Safety and Security

Grant Management

Compliance

Discipline

Attendance

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

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

As a Title I school, we host six parent-family engagements annually. The purpose of these meetings is to solicit family feedback and to increase engagement between families and the school. These meetings focus on educating families on vital components of student success such as selecting colleges, prepping for standardized assessments and college entrance exams, using reference books, a college and career night, exploring STEM opportunities and how they can be done at home, and more.

In addition to these parent-family engagements, the school hosts meetings at the school that are designed to educate families on opportunities. Future meetings will focus on helping families: access FOCUS to monitor student progress, fill out the FAFSA, apply for dual enrollment, apply for colleges, meet with college and career representatives and more.

This year, New Dimensions High School hosted an Academic Summer Camp. This camp was designed to combat learning loss experienced by students in the Summer with students receiving one week of instruction in both math and English. The camp was also focused on instilling proper study habits, acclimating new students to the expectations of the school, and applying learning to real-world experiences.

SIP Monitoring

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

Our school will regularly monitor student data to evaluate the effectiveness of our School

Improvement Plan. Our faculty meets twice per month, with at least one of these meetings dedicated to evaluating relevant student data and planning instruction accordingly.

Teachers have direct input on modifying the School Improvement Plan. At a faculty meeting conducted at the beginning of the 2024-2025 school year, faculty reviewed data present in the Continuous Improvement Management System and offered feedback for 'PART III, Planning for Improvement' of this SIP. At least one faculty meeting annually will be dedicated to evaluating the effectiveness of the SIP and modifying it. Teachers will have direct input at this meeting. If the SIP is not producing the desired results, as a faculty we will modify our strategy in the specific area where data shows a deficiency. The Director of Instruction, Mr. Mezzina, Director of Operations, Mr. Alfers, Dean, Mr. Timmerman, and the Senior Success Teacher, Mr. Dunn, will spearhead efforts to modify the SIP based on data and feedback.

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

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**SENIOR HIGH** **9-12**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**87.7%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**87.5%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: A** **2022-23: B*** **2021-22: A** **2020-21: A** **2019-20:**

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024 SCHOOL	2024 DISTRICT†	2024 STATE†	2023 SCHOOL	2023 DISTRICT†	2023 STATE†	2022** SCHOOL	2022 DISTRICT†	2022 STATE†
ELA Achievement *	64	52	55	56	46	50	60	45	51
ELA Grade 3 Achievement **									
ELA Learning Gains	74	59	57	56			56		
ELA Learning Gains Lowest 25%	70	61	55	36			36		
Math Achievement *	48	38	45	27	27	38	55	37	38
Math Learning Gains	60	49	47	64			64		
Math Learning Gains Lowest 25%	58	56	49	58			58		
Science Achievement *	65	63	68	73	63	64	71	32	40
Social Studies Achievement *	80	65	71	74	61	66	84	39	48
Graduation Rate	98	87	90	96	86	89	99	54	61
Middle School Acceleration								38	44
College and Career Readiness	89	59	67	87	60	65	88	60	67
ELP Progress	43	48	49	57	46	45	60		60

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

†District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	749
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	98%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	67%	66%	69%		67%	69%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	39%	Yes	2	
English Language Learners	61%	No		
Black/African American Students	74%	No		
Hispanic Students	66%	No		
White Students	74%	No		
Economically Disadvantaged Students	70%	No		
	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	16%	Yes	1	1

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	57%	No		
Black/African American Students	69%	No		
Hispanic Students	66%	No		
White Students	62%	No		
Economically Disadvantaged Students	61%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities				
English Language Learners	63%	No		
Native American Students				

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	71%	No		
Hispanic Students	63%	No		
Multiracial Students				
Pacific Islander Students				
White Students	76%	No		
Economically Disadvantaged Students	64%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%		74%	70%	48%	60%	58%	65%	80%		98%	89%	43%
Students With Disabilities	16%		38%		38%	58%		45%					
English Language Learners	49%		71%	68%	39%	49%	44%	61%	79%		93%	79%	43%
Black/African American Students	70%		76%		55%	67%		65%	78%		100%	84%	
Hispanic Students	60%		72%	68%	42%	56%	54%	65%	78%		97%	90%	42%
White Students	70%		74%		59%	75%			93%				
Economically Disadvantaged Students	60%		78%	68%	44%	60%	61%	65%	74%		100%	87%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	56%				27%			73%	74%		96%	87%	57%
Students With Disabilities	17%				14%								
English Language Learners	42%				24%			62%	66%		83%	60%	59%
Black/African American Students	57%				33%			65%	75%		95%	90%	
Hispanic Students	54%				23%			78%	73%		97%	84%	53%
White Students	52%				29%			64%	73%		90%		
Economically Disadvantaged Students	53%				23%			76%	72%		82%		

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	60%		56%	36%	55%	64%	58%	71%	84%		99%	88%	60%
Students With Disabilities													
English Language Learners	45%		49%	38%	50%	71%	60%	74%	76%		100%	73%	60%
Native American Students													
Asian Students													
Black/African American Students	60%		66%	50%	49%	69%	67%	75%	83%		100%	93%	
Hispanic Students	57%		51%	32%	54%	60%	52%	64%	83%		99%	85%	58%
Multiracial Students													
Pacific Islander Students													
White Students	70%		67%		75%			93%					
Economically Disadvantaged Students	59%		53%	32%	53%	59%	60%	67%	84%		100%	75%	

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	63%	49%	14%	53%	10%
Ela	9	63%	49%	14%	53%	10%
Biology		58%	66%	-8%	67%	-9%
Algebra		43%	42%	1%	50%	-7%
Geometry		50%	46%	4%	52%	-2%
History		80%	61%	19%	67%	13%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		51%	31%	20%	36%	15%
Algebra		36%	16%	20%	16%	20%
Geometry		40%	22%	18%	21%	19%
History		80%	46%	34%	42%	38%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		*data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component which showed the most improvement was math achievement, with the percentage pass rate climbing from 27% to 48%. To facilitate this growth last year, the school increased communication with parents. We educated parents about what the tests were, why they were important, and regarding tutoring opportunities that were available. The school provided free tutoring every day after school with certified instructors and made targeted phone calls to students who needed to pass a math graduation assessment to come to the tutoring.

Lowest Performance

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

The data component which showed the lowest performance was math achievement. There are several factors contributing to this including a learning loss due to school closures from COVID, which is a national trend. NDHS is a small school and teacher turnover midway through the year my have impacted these scores as well.

Greatest Decline

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

The data component which showed the greatest decline was Biology achievement. More and more high-performing students are taking high school Biology and the Biology EOC in middle school. These scores are then not calculated as part of our school's pass rate. In the 2022-2023 school year, 13 students in the incoming ninth grade cohort had passed the Biology EOC. In the 2023-2024 school year, 26 students in the incoming ninth grade cohort had passed the Biology EOC. For a cohort comprised of 119 students, this makes a significant difference.

Greatest Gap

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

The data component which showed the greatest gap when compared with the State was also Biology

achievement. This gap can be attributed to the reasons listed in the previous section.

EWS Areas of Concern

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

Based on our EWS data, our focus this year will be on attendance. Based on FOCUS data, the average daily attendance in the 2023-2024 school year was 93.88%. This year, our target average daily attendance will be 95%. We will work to close that gap through targeted phone calls when students are absent, weekly support staff meetings to discuss attendance, and creating attendance agreements with families when students are struggling to attend school consistently.

Highest Priorities

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

Mach Achievement
Math Learning Gains
Reading Achievement
Attendance
Post-Secondary Placement

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

specifically relating to

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus for the 2024-2025 school year will be math achievement. In terms of State-mandated assessments, this was our lowest performing area.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our average pass rate on State-mandated math assessments in the 2023-2024 school year was 48%. Our goal this year will be to achieve a 60% pass rate on the State-mandated math assessments.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

All math instructors will provide practice every Thursday which simulates the types of questions students will encounter on the State-mandated math assessments. Students will answer these questions in a class setting which simulates the testing environment. The school has worked to create and locate resources that approximate test questions for these Thursday practices.

These Thursday practice assignments will serve as formative assessments, with performance being closely monitored for the purposes of reteaching the whole group when appropriate and individualizing instruction based on specific student needs.

Person responsible for monitoring outcome
Joseph Mezzina

Evidence-based Intervention:
Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Weekly practice of questions that simulate the State-mandated math assessments as formative assessments.

Rationale:
Regularly administered formative assessments and progress monitoring are evidence-based interventions.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Weekly Math Practice

Person Monitoring:	**By When/Frequency:**
Joseph Mezzina	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Math instructors will implement weekly practice assignments which simulate the State-mandated math assessments. Our team will work together to identify or create resources for this purpose. These assignments will serve as formative assessments with results being discussed weekly.

Action Step #2
After-School Tutoring

Person Monitoring:	**By When/Frequency:**
Joseph Mezzina	Twice a Week

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The school will continue to offer free after-school tutoring in math to help ready students for the State-mandated math assessments. Families of students who are in need of a math graduation assessment requirement will be contacted by phone individually to encourage them to take advantage of this opportunity.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In the 2023-2024 school year, NDHS had an average daily attendance of 93.88%. According to the National Center for Education Statistics, the average daily attendance in the United States is 90% (https://nces.ed.gov/whatsnew/press_releases/1_18_2024.asp). By that metric, NDHS is doing well. On the other hand, we know that research indicates that inconsistent attendance has a significant negative impact on learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is to achieve an average daily attendance of at least 95%. We will use FOCUS, our student information system, to monitor our progress with this goal.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance reports will be generated utilizing FOCUS on a weekly basis. Support staff will meet weekly with administration to discuss attendance. Families of students who accrue more than 5 unexcused absences will receive individual phone calls to discuss any challenges/barriers they face to regular attendance. The school will work with families to create attendance agreements if absenteeism continues.

Person responsible for monitoring outcome
Michael Alfers

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Using data to monitor effectiveness of schoolwide initiatives involving weekly support staff meetings, individual phone calls, and attendance agreements.

Rationale:
Increased communication and accountability should help drive improved attendance.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

https://newdimensionshs.com/

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

https://newdimensionshs.com/

Plans to Strengthen the Academic Program

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

One way in which the school will strengthen the academic program is by providing in-house professional development twice a month. These professional development sessions will cover areas that have been identified by the faculty and administration as having potential growth. Professional Develop sessions this year will cover: Formative Assessments, Educator Certification, Best Practices for ESE Students, Best Practices for ELL Students, IPDPs, Best Practices for Reading Instruction, Content Specialization, Utilizing AI to Create Classroom Resources, and Classroom Management.

A second way in which the school will strengthen the academic program is by responding to teacher

and student feedback about which courses to offer and appropriate student placement. Based on this feedback, the school offered Weightlifting and Art last school year. Weightlifting includes a nutritional component through which students learn about proper nutrition and food preparation. Art provides students with a creative outlet and an opportunity to explore professions tied to the standards. These courses were tremendously successful last year. This year, based on teacher, student, and stakeholder feedback, the school will expand its course offering to include more rigorous courses including: Chemistry, Precalculus, and Ecology. Due to the program's popularity and benefit to students, the school will also offer Art II.

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

A fourth way in which the school is strengthening its academic program is by dedicating Thursdays in math and English Language Arts classes to student assignments that simulate the State-mandated assessments. The rationale is that practice makes perfect. More exposure to problems that are similar to the types of problems students will encounter on these assessments will lead to more comfort and confidence when students sit down to take the assessments for real. These practice assignments on Thursdays will be formative assessments with data collected and monitored weekly to drive instructional decisions.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

No Answer Entered

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00