

## PROGRAM EVALUATION FOR THE 2023-2024 SCHOOL YEAR

**Principal Name: Dr. Shannon Buff**

**School's Name: Newton High School**

Annually evaluating the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).



**Directions** Evaluate your Title I SWP by using the data provided in your Comprehensive Needs Assessment (CNA) to determine if your goals for each area were met.

# 2022-2023 Program Evaluation of the Schoolwide Plan

## Goals and Strategies

### Algebra 1

**SMART Goal:** Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in Algebra I.

Smart Goal Met? ☒ Smart Goal Not Met?

**Summary of data and program effectiveness:**

Algebra I score increased nearly 3.7 percentage points for students scoring in levels 2-4. Beginning level learners (Level 1) decreased and Developing (Level 2 learners) Increased. There was a slight increase in the Proficient (Level 3) learners and Distinguished (Level 4). Data includes results from students in small group testing settings.

### American Literature

**SMART Goal:** Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in American Literature I.

Smart Goal Met? ☐ Smart Goal Not Met? ☒

**Summary of data and program effectiveness:**

Although the number of "Beginning" students increased by 11% from 21-22 to 22-23, the number of overall test takers also increased by 13%.

### Biology

**SMART Goal:** Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in Biology.

Smart Goal Met? ☒ Smart Goal Not Met? ☐

**Summary of data and program effectiveness:**

The number of learners in levels 2-4 increased by 2.67% on the Biology EOC exam. The number of students earning Proficient (3) increased by 5%.

### US History

**SMART Goal:** Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in US History.

Smart Goal Met? ☒ Smart Goal Not Met?

**Summary of data and program effectiveness:**

In 2022-2023, all students were required to take standardized tests. Most students taking the US History EOC had not taken a standardized test since their 2018-2019 school year. Out of the 376 full-time NHS students, only seven scored at level 4, which is an increase from the year 2021-2022.

## Support Areas

**Directions:** Describe how parent and family engagement, technology, professional learning, and student behavior/attendance influenced student achievement.

**Parent and Family Engagement:**

Parent and Family Engagement offered parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school by implementing purposely designed parent and family engagement opportunities that impact student achievement. Additionally, this strategy allows for reviewing grade-level content area data and determining the skills/focus areas to strengthen school-improvement goals. Use of parent and family engagement planning forms to develop workshops that share strategies and activities linked to the skills/focus areas to build the capacity of the parents to complete the strategies/activities with their child effectively.

<b>Technology:</b>	Technology influenced student achievement as laptop devices were distributed to students as necessary in order to afford all students the opportunity to fully engage in instruction while in the classroom, as well as be able to access resources from home as necessary, during absence. Students readily having access to technology fostered student achievement since it established equitable conditions for all due to the provision of resources as necessary.
<b>Professional Learning:</b>	Professional learning influenced student achievement as teachers participated in professional learning opportunities that served to facilitate their ongoing implementation of instruction. Teachers received professional learning activities relative to best instructional practices and the implementation of these practices to optimize student achievement.
<b>Student Behavior and Attendance:</b>	In-person learning again increased for the 2022-2023 school year following the pandemic. Though the majority of students followed rules and benefited from a return to a traditional learning environment, the increased number of in-person students led to an increase in disciplinary incidents when compared to the previous school year.

## SCHOOLWIDE/SCHOOL IMPROVEMENT PLAN

<b>School Name:</b> Newton High School		<b>District Name:</b> Newton County	
<b>Principal Name:</b> Shannon Buff		<b>School Year:</b> 2023-2024	
<b>School Mailing Address:</b> 1 Ram Way, Covington, GA 30014			
<b>Telephone:</b> 770-787-2250			
<b>District Title I Director/Coordinator Name:</b> Dr. Andrea Kinney			
<b>District Title I Director/Coordinator Mailing Address:</b> Newton County School System PO Box 1469 Covington, GA 30014			
<b>Email Address:</b> <a href="mailto:kinney.andrea@newton.k12.ga.us">kinney.andrea@newton.k12.ga.us</a>			
<b>Telephone:</b> 770-787-1330 ext. 1248			
<b>ESEA WAIVER ACCOUNTABILITY STATUS</b> (Check all boxes that apply and provide additional information if requested.)			
<b>Comprehensive Support School</b> <input type="checkbox"/>		<b>Targeted Support School</b> <input type="checkbox"/>	
<b>Title I Alert School</b> <input type="checkbox"/>			
<b>Revision Date:</b> 6/8/2023 and 6/9/2023	<b>Revision Date:</b>		<b>Revision Date:</b>

## **DISTRICT STRATEGIC GOALS**

### **Strategic Goal Area I: Student achievement and success**

- **Performance Objective A: Increase student mastery of standards**
- **Performance Objective B: Increase opportunities for students to demonstrate success beyond test scores**
- **Performance Objective C: Increase graduation rate**

### **Strategic Goal Area II: High-quality workforce**

- **Performance Objective A: Recruit a high-quality workforce**
- **Performance Objective B: Increase capacity of staff to deliver and support high-quality instruction**
- **Performance Objective C: Retain high-quality personnel by cultivating and supporting staff**

### **Strategic Goal Area III: Culture, Climate, & Communication**

- **Performance Objective A: Provide an equitable and inclusive learning environment**
- **Performance Objective B: Provide opportunities for two-way communication with all stakeholders**
- **Performance Objective C: Ensure strong community partnerships**

### **Strategic Goal Area IV: Organizational and operational effectiveness**

- **Performance Objective A: Ensure a systemic culture of safety**
- **Performance Objective B: Provide high-quality operational and instructional supports**
- **Performance Objective C: Utilize professional learning communities to improve performance**
- **Performance Objective D: Utilize performance management strategies aligned to the strategic plan**

**Planning Committee Members:**

<b>NAME</b>	<b>MEMBER'S SIGNATURE</b>	<b>POSITION/ROLE</b>
<b>Shannon Buff</b>		<b>Principal</b>
<b>Veronica Bacote</b>		<b>Assistant Principal</b>
<b>Yolanda Wyatt</b>		<b>Special Education Department Chair</b>
<b>Felicia Richardson</b>		<b>Instructional Coach, Math and Science; Title I Contact</b>
<b>Tamara Johnson</b>		<b>Math Teacher/Department Chair</b>
<b>Edward Kim</b>		<b>Language Arts Teacher/Department Chair</b>
<b>Monique Mitchell</b>		<b>Assistant Principal (Instruction)</b>
<b>William Walker</b>		<b>School Counselor</b>
<b>Sierra Calhoun</b>		<b>Science Teacher</b>
<b>Isabelle Konicki</b>		<b>ESOL Teacher</b>
<b>Cole Burroughs</b>		<b>Social Studies Teacher</b>
<b>Lateasha White</b>		<b>Graduation Coach; Title I Contact</b>
<b>Jamala Penton</b>		<b>CTAE Teacher</b>

**1. Comprehensive Needs Assessment – Section 1114(b)(1)(A)**

Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

We have developed our school-wide plan with the participation of individuals who will carry out the comprehensive school-wide/school improvement program plan. Those persons involved were...

*Response:*

Those persons involved were administrators, teacher leaders, instructional coaches, graduation coach, counselors, parents and students. Their involvement included the review of student assessment and achievement data, the creation of school goals and areas of focus, and brainstorming strategies to increase student achievement.

We have used the following instruments to obtain this information . . .

*Response:*

- GMAS
- CCRPI
- Subgroup Data
- Perception Data
- Behavior
- Attendance
- EOC Test Performance Data
- Course Specific Common Assessments
- Administrative Walk-throughs
- Student Attendance and Behavior Reports
- Parent Involvement Surveys
- Staff Surveys
- Student Surveys
- Implementation of Positive Behavior Intervention and Supports (PBIS)
- Implementation of enrichment and remediation time in courses, 9<sup>th</sup> grade Transition Courses, and Reading & Writing courses.
- Individual Education Plans; 504 Plans
- School-wide Professional Development on Research Based Instructional Strategies
- Establishment of Professional Learning Communities and Common Planning within each academic department

## NEWTON HIGH SCHOOL STUDENT DEMOGRAPHICS

Black	80.1%
White	5.06%
Hispanic	10.5%
Multiracial	3.15%
Asian	1.14%
Pacific Islander	0.04%
Indian	0.01%

### Newton High School EOC Data Comparisons

The following data is represented by students who took each EOC exam, and their performance based on mastery level—Beginning (Level 1), Developing (Level 2), Proficient (Level 3), and Distinguished (Level 4). The goal of Newton High School was to increase student mastery in all of the EOC Courses—Biology, Algebra I, US History, and American Literature. The EOC scores are used to track the growth of students who attended Newton High School in the 2021- 2022 and 2022-2023 school years. Each student enrolled in an EOC course took the exam in the Spring of 2022 and 2023. Overall, three out of four EOC courses for 2022-2023 increased in EOC scores in comparison to the 2021 - 2022 data. The data comparison is based on published CCRPI scores and preliminary EOC data from the 2022 - 2023 school year.

### US History EOC Data 2021-2022

Subject	Teacher	Student Total	Beginning	Developing	Proficient	Distinguished	% of student scoring 2-4
US History	Teacher 1	95	34	39	21	1	64.20%
	Teacher 2	77	29	35	11	2	62.30%
	Teacher 3	75	30	33	12	0	60.00%
	Teacher 4	59	39	19	1	0	33.90%
	Teacher 5	140	61	53	25	1	56.40%
	Teacher 6	83	21	40	20	2	74.70%
Totals		529	214	219	90	6	
Percentages			40.45%	41.40%	17.01%	1.13%	59.55%

In 2021-2022, requirements were reinstated for all students to take standardized tests. Most students taking the US History EOC had not taken a standardized test since their 2018-2019 school year when they were in the 8th grade. One teacher was a first-year teacher and new to education. In comparison to 2020-2021, the sample size dramatically increased. Out of the 387 full-time NHS students, only four scored a level 4.

### US History Report Card Grade Data 2021-2022

	Pass Rate Percentage	Fail Rate Percentage
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US History	74%	26%
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In 2021-2022, requirements were reinstated for all students to take standardized tests. Most students taking the US History EOC had not taken a standardized test since their 2018-2019 school year when they were in the 8th grade. In comparison to the 2020-2021 year the pass rate increased by 14%.

#### US History EOC Data 2022-2023

Subject	Teacher	Student Total	Beginning	Developing	Proficient	Distinguished	% of students scoring 2-4
US History	Teacher 1	96	31	39	23	3	66.7%
	Teacher 2	25	1	16	7	1	96%
	Teacher 3	11	4	2	5	0	63.64%
	Teacher 4	81	22	42	15	2	72.84%
	Teacher 5	36	12	17	6	1	66.76%
	Teacher 6	57	37	15	5	0	35.1%
	Teacher 7	101	40	44	16	1	60.4%
	Teacher 8	38	13	22	3	0	65.8%
	Teacher 9	5	5	0	0	0	0%
Totals		450	165	197	80	8	
Percentage			36.67%	43.77%	17.77%	1.77%	63.31%

Summary: In 2022-2023, all students were required to take standardized tests. Most students taking the US History EOC had not taken a standardized test since their 2018-2019 school year. Out of the 376 full-time NHS students, only seven scored at level 4, which is an increase from the 2021-2022 year.

#### US History Report Card Grade Data 2022-2023

	Pass Rate Percentage	Fail Rate Percentage
US History	92.00%	8%

Data shown is of passing rate and failure rate based on students' report card grade. When compared to the previous school year, the data shows an 18% increase in the overall pass rate for students taking US History.

#### Biology EOC Data 2021-2022

Subject	Teacher	Student total	Beginning	Developing	Proficient	Distinguished	% of students scoring 2-4
Biology	Teacher 1	51	28	18	4	1	45.1%
	Teacher 2	166	100	50	14	2	39.8%
	Teacher 3	116	83	28	5	0	28.4%
	Teacher 4	144	86	41	16	1	40.3%
	Teacher 5	91	16	33	39	3	82.4%
	Teacher 6	21	11	7	3	0	47.6%
	Other	55	38	9	6	2	30.9%
	NCCA	11	0	0	9	2	100.0%
Totals		655	362	186	96	11	
Percentages			55.27%	28.40%	14.66%	1.68%	44.73%

Biology scores increased by 12.09 percent in students scoring in levels 2-4 on the EOC exam. The number of learners as Beginners increased by 7.6 percent.

#### Biology Report Card Grade Data 2021-2022

Biology	Pass Rate Percentage	Fail Rate Percentage
	73%	27%

Data shown is of passing rate and failure rate based on students' report card grade. In 2021-2022, requirements were reinstated for all students to take standardized tests. Most students taking the Biology EOC had not taken a standardized test since their 2018-2019 school year when they were in the 6th grade.

#### Biology EOC Data 2022-2023

Subject	Teacher (includes small group)	Student Total	Beginning	Developing	Proficient	Distinguished	% Students 2-4
Biology	Teacher 1	19	1	5	12	1	94.70%
	Teacher 2	130	75	39	16	0	42%
	Teacher 3	113	16	31	61	5	85.80%
	Teacher 4	158	112	40	6	0	29.10%
	Teacher 5	107	55	37	15	0	48.50%
	Teacher 6	97	80	12	5	0	17.50%

	NCAA	22	1	6	12	3	95.50%
<b>Totals</b>		<b>646</b>	<b>340</b>	<b>170</b>	<b>127</b>	<b>9</b>	
<b>Percentages</b>			<b>52.60%</b>	<b>26.30%</b>	<b>19.65%</b>	<b>1.39%</b>	<b>47.34%</b>

The number of learners in categories 2-4 increased by 2.61% on the EOC exam. The number of students earning Proficient (3) increased by 5%. The data includes the subgroups.

### Biology Report Card Grade Data 2022-2023

	Pass Rate Percentage	Fail Rate Percentage
<b>Biology</b>	78.00%	22%

Data shown is of passing rate and failure rate based on students' report card grade. In 2022-2023, report card data shows a 5% increase in the pass rate when compared to the previous school year.

### American Literature EOC Data 2021-2022

							% of students scoring 2-
Subject	Teacher	Student total	Beginning	Developir	Proficient	Distinguis 4	
American Lit	A	94	27	1	65	1	71.3%
	B	128	49	58	21	0	61.7%
	C	59	26	22	11	0	55.9%
	D	109	24	60	24	1	78.0%
	E	41	1	15	25	0	97.6%
	NCCA	96	9	24	52	11	90.6%
<b>Totals</b>		<b>527</b>	<b>136</b>	<b>180</b>	<b>198</b>	<b>13</b>	
<b>Percentages</b>			<b>25.81%</b>	<b>34.16%</b>	<b>37.57%</b>	<b>2.47%</b>	<b>74.19%</b>

The sample size for American Literature increased considerably for the 2021-2022 year. The number of students scoring a 2-4 on their EOC increased, and only 1 student who attends NHS all day earned a 4.

### American Literature Report Card Grade Data 2021-2022

	Pass Rate Percentage	Fail Rate Percentage
<b>American Literature</b>	80%	20%

Data shown is of passing rate and failure rate based on students' report card grade. In 2021-2022, requirements were reinstated for all students to take standardized tests. Most students taking the American Literature EOC had not taken a standardized test since their 2018-2019 school year when they were in the 8th grade.

### American Literature EOC Data 2022-2023

Subject	Teacher	Student Total	Beginning	Developing	Proficient	Distinguished	% of Students scoring 2-4
American Lit	A	130	28	53	48	1	78.40%
	B	101	50	37	14	0	50.40%
	C	47	19	19	9	0	59.50%
	D	148	68	61	19	0	54%
	E	53	37	11	5	0	30.10%
	F	11	6	2	3	0	45.50%
	G	66	8	27	29	2	88.0%
	H	28	3	14	11	0	89.30%
Totals		584	219	224	138	3	
Percentages			37.50%	38.40%	23.60%	0.5%	62.50%

The above table includes both small group and credit recovery subgroup data. Although the number of "Beginning" students increased by nearly 12% from 2021-2022 to 2022-2023, the number of overall test takers also increased by 11%. The EOC scores between the 2 schools decreased.

### American Literature Report Card Grade Data 2022-2023

	Pass Rate Percentage	Fail Rate Percentage
American Lit	89.00%	11%

Data shown is of passing rate and failure rate based on students' report card grade. When compared to the previous school year, the data shows a 9% increase in the overall pass rate for American Literature students.

### Algebra 1 EOC Data 2021-2022

Subject	Teacher	Student total	Beginning	Developin	Proficient	Distinguis	% of students scoring 2-4
Algebra I	Teacher 1	147	102	38	6	1	30.6%
	Teacher 2	149	74	57	15	3	50.3%
	Teacher 3	32	22	8	2	0	31.3%
	Teacher 4	39	28	10	1	0	28.2%
	Teacher 5	155	115	34	6	0	25.8%
	Teacher 6	33	22	9	2	0	33.3%
	Teacher 7	65	47	11	7	0	27.7%
	Teacher 8	4	0	1	3	0	100.0%
Totals		624	410	168	42	4	
Percentages			65.71%	26.92%	6.73%	0.64%	34.29%

Algebra I score increased nearly 9.6 percentage points for students scoring in levels 2-4. Beginning level learners (Level 1) decreased and Developing (Level 2 learners) Increased. There was a slight increase in the Proficient (Level 3) learners and Distinguished (Level 4).

### Algebra 1 Report Card Grade Data 2021-2022

<b>Algebra 1</b>	<b>Pass Rate Percentage</b>	<b>Fail Rate Percentage</b>
	78%	22%

Data shown is of passing rate and failure rate based on students' report card grade. In 2021-2022, requirements were reinstated for all students to take standardized tests. Most students taking the Algebra I EOC had not taken a standardized test since their 2018-2019 school year when they were in the 6th grade.

#### Algebra I EOC Data 2022-2023

Subject	Teacher	Student Total	Beginning	Developing	Proficient	Distinguished	% of Students scoring 2-4
<b>Algebra 1</b>	Teacher 1	126	93	31	2	0	26.19%
	Teacher 2	14	4	5	4	1	71.43%
	Teacher 3	97	31	43	21	2	68.04%
	Teacher 4	5	3	1	1	0	40.00%
	Teacher 5	78	51	21	6	0	34.62%
	Teacher 6	64	30	30	4	0	53.13%
	Teacher 7	99	85	14	0	0	14.14%
	Teacher 8	90	70	17	3	0	22.22%
	Teacher 9	24	3	6	14	1	87.50%
<b>Totals</b>		<b>597</b>	<b>370</b>	<b>168</b>	<b>55</b>	<b>4</b>	
<b>Percentages</b>			<b>61.98%</b>	<b>28.14%</b>	<b>9.21%</b>	<b>0.67%</b>	<b>38.02%</b>

Algebra I score increased nearly 3.7 percentage points for students scoring in levels 2-4. Beginning level learners (Level 1) decreased and Developing (Level 2 learners) Increased. There was a slight increase in the Proficient (Level 3) learners and Distinguished (Level 4). Data includes results from students in small group testing settings.

#### Algebra I Report Card Grade Data 2022-2023

<b>Algebra I</b>	<b>Pass Rate Percentage</b>	<b>Fail Rate Percentage</b>
	91.00%	9%

Data shown is of passing rate and failure rate based on students' report card grade. When compared to the previous school year, the data shows a 13% increase in the overall pass rate for students taking Algebra I.

#### Georgia Department of Education

### 2022 Four-Year Graduation Rate by Subgroup



Reporting Level	System ID	School ID	System Name	School Name	Reporting Label	Graduation Rate
School	707	0173	Newton County	Newton High School	ALL Students	91.74
School	707	0173	Newton County	Newton High School	American Indian/Alaskan	Too Few Students
School	707	0173	Newton County	Newton High School	Asian/Pacific Islander	Too Few Students
School	707	0173	Newton County	Newton High School	Black	92.72
School	707	0173	Newton County	Newton High School	Economically Disadvantaged	92.06
School	707	0173	Newton County	Newton High School	English Learners	86.67
School	707	0173	Newton County	Newton High School	Hispanic	88.14
School	707	0173	Newton County	Newton High School	Multi-Racial	90.91
School	707	0173	Newton County	Newton High School	Students With Disability	83.33
School	707	0173	Newton County	Newton High School	White	85.37

Updated graduation rate data was not available at the time of completion for this plan, as a result, we compared data from the previous school year. When compared to the 2020-2021 school year, data for the 2021-2022 school year shows that the graduation rate for each subgroup increased by 0.5% or greater, except the Hispanic and Students with Disabilities subgroups. These two subgroups showed a slight decrease in overall graduation rate by nearly 1%. The overall graduation rate continued to show an increase for the 2021-2022 school year.

### 2021-2022 GMAS Subgroup Data

2021-2022 Algebra I Subgroup Data	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100% Participation Rate	<b>65.5%</b>	<b>27.0%</b>	<b>6.9%</b>	<b>0.60%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b>	Too Few Students	Too Few Students	Too Few Students	Too Few Students

Too Few Students Participation Rate				
<b>ASIAN</b> 100% Participant Rate	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>100%</b>
<b>BLACK</b> 100% Participation Rate	<b>66.8%</b>	<b>25.5%</b>	<b>7.3%</b>	<b>0.4%</b>
<b>HISPANIC</b> 100% Participation Rate	<b>62.9%</b>	<b>32.3%</b>	<b>3.2%</b>	<b>1.6%</b>
<b>MULTI-RACIAL</b> 100% Participation Rate	<b>59.1%</b>	<b>40.9%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>PACIFIC ISLANDER</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>WHITE</b> 99.9% Participation Rate	<b>57.1%</b>	<b>31.4%</b>	<b>11.4%</b>	<b>0%</b>
<b>ECONOMICALLY DISADVANTAGED</b> 100% Participation Rate	<b>65.5%</b>	<b>27.0%</b>	<b>6.9%</b>	<b>0.60%</b>
<b>ENGLISH LEARNERS</b> 100% Participation Rate	<b>72.7%</b>	<b>27.3%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>STUDENTS WITH DISABILITY</b> 100% Participation Rate	<b>85.7%</b>	<b>11.4%</b>	<b>2.9%</b>	<b>0.00%</b>
<b>FEMALE</b>	<b>63.5%</b>	<b>28.2%</b>	<b>8.0%</b>	<b>0.30%</b>
<b>MALE</b>	<b>67.5%</b>	<b>25.8%</b>	<b>5.7%</b>	<b>1.0%</b>

The above-mentioned historical data was retrieved from SLDS for the 2021-22 school year. The CCRPI subgroup achievement levels for student performance may differ from previous years, due to the modifications made during the COVID-19 pandemic. The available data represents the school's overall population. Data analysis shows that 34.5% of the students scored Developing, Proficient, or Distinguished Learner. SWD population has the most significant gap with 85.7% scoring in the Beginning Learner category.

<b>2021-2022 American Literature Subgroup Data</b>	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
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<b>ALL STUDENTS</b> 100% Participation Rate	<b>24.9%</b>	<b>43.4%</b>	<b>29.4%</b>	<b>2.3%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN</b> 100% Participation Rate	<b>20.0%</b>	<b>60.0%</b>	<b>20.0%</b>	<b>0.00%</b>
<b>BLACK</b> 100% Participation Rate	<b>25.2%</b>	<b>44.4%</b>	<b>27.8%</b>	<b>2.6%</b>
<b>HISPANIC</b> 100% Participation Rate	<b>26.0%</b>	<b>46.6%</b>	<b>27.4%</b>	<b>0.00%</b>
<b>MULTI-RACIAL</b> 100% Participation Rate	<b>20.8%</b>	<b>37.5%</b>	<b>37.5%</b>	<b>4.2%</b>
<b>PACIFIC ISLANDER</b> 100% Participation Rate	<b>0.00%</b>	<b>100.0%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>WHITE</b> 99.9% Participation Rate	<b>22.6%</b>	<b>22.6%</b>	<b>51.6%</b>	<b>3.2%</b>
<b>ECONOMICALLY DISADVANTAGED</b> 100% Participation Rate	<b>24.9%</b>	<b>43.4%</b>	<b>29.4%</b>	<b>2.3%</b>
<b>ENGLISH LEARNERS</b> 100% Participation Rate	<b>90.0%</b>	<b>10.0%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>STUDENTS WITH DISABILITY</b> 100% Participation Rate	<b>70.8%</b>	<b>26.2%</b>	<b>3.1%</b>	<b>0.00%</b>
<b>FEMALE</b>	<b>20.5%</b>	<b>41.8%</b>	<b>34.4%</b>	<b>3.3%</b>
<b>MALE</b>	<b>29.1%</b>	<b>45.0%</b>	<b>24.6%</b>	<b>1.4%</b>

The above-mentioned historical data was retrieved from SLDS for the 2021-2022 school year. The CCRPI subgroup achievement levels for student performance may differ from previous years, due to modifications made during the COVID-19 pandemic. The available data represents the school's overall population. Data analysis shows that 75.1% of the students scored Developing, Proficient, or Distinguished Learner. The EL population has the most significant gap with 90% scoring in the Beginning Learner category.



<b>2021-2022 Biology Subgroup Data</b>	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100% Participation Rate	<b>55.3%</b>	<b>28.5%</b>	<b>14.6%</b>	<b>1.7%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN</b> 100% Participation Rate	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>100%</b>
<b>BLACK</b> 100% Participation Rate	<b>56.6%</b>	<b>26.6%</b>	<b>14.1%</b>	<b>1.7%</b>
<b>HISPANIC</b> 99.9% Participation Rate	<b>59.4%</b>	<b>24.6%</b>	<b>15.9%</b>	<b>0.00%</b>
<b>MULTI-RACIAL</b> 100% Participation Rate	<b>45.8%</b>	<b>41.7%</b>	<b>8.3%</b>	<b>4.2%</b>
<b>PACIFIC ISLANDER</b> 100% Participation Rate	<b>0.00%</b>	<b>100%</b>	<b>0.00%</b>	<b>100%</b>
<b>WHITE</b> 99.9% Participation Rate	<b>37.8%</b>	<b>37.8%</b>	<b>21.6%</b>	<b>2.7%</b>
<b>ECONOMICALLY DISADVANTAGED</b> 100% Participation Rate	<b>55.3%</b>	<b>28.5%</b>	<b>14.6%</b>	<b>1.7%</b>
<b>ENGLISH LEARNERS</b> 100% Participation Rate	<b>84.6%</b>	<b>15.4%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>STUDENTS WITH DISABILITY</b> 100% Participation Rate	<b>72.7%</b>	<b>26.0%</b>	<b>1.3%</b>	<b>0.00%</b>
<b>FEMALE</b>	<b>54.5%</b>	<b>29.6%</b>	<b>15.0%</b>	<b>1.0%</b>
<b>MALE</b>	<b>56.0%</b>	<b>27.4%</b>	<b>14.3%</b>	<b>2.3%</b>

The above-mentioned historical data was retrieved from SLDS for the 2021-2022 school year. The CCRPI subgroup achievement levels for student performance may differ from previous years, due to the modifications made during the COVID-19 pandemic. The available data represents the school's overall

population. Data analysis shows that 44.8% of the students scored Developing, Proficient, or Distinguished Learner. The EL population has the most significant gap with 84.6% scoring in the Beginning Learner category.

<b>2021-2022 US History Subgroup Data</b>	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100% Participation Rate	<b>41.3%</b>	<b>40.1%</b>	<b>17.3%</b>	<b>1.2%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN</b> 100% Participation Rate	<b>20.0%</b>	<b>20.0%</b>	<b>60.0%</b>	<b>0.00%</b>
<b>BLACK</b> 100% Participation Rate	<b>41.9%</b>	<b>41.1%</b>	<b>15.9%</b>	<b>1.1%</b>
<b>HISPANIC</b> 100% Participation Rate	<b>45.1%</b>	<b>39.4%</b>	<b>15.5%</b>	<b>0.00%</b>
<b>MULTI-RACIAL</b> 100% Participation Rate	<b>38.9%</b>	<b>38.9%</b>	<b>22.2%</b>	<b>0.00%</b>
<b>PACIFIC ISLANDER</b> 100% Participation Rate	<b>0.00%</b>	<b>100%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>WHITE</b> 100% Participation Rate	<b>32.0%</b>	<b>32.0%</b>	<b>28.0%</b>	<b>8.0%</b>
<b>ECONOMICALLY DISADVANTAGED</b> 100% Participation Rate	<b>41.3%</b>	<b>40.1%</b>	<b>17.3%</b>	<b>1.2%</b>
<b>ENGLISH LEARNERS</b> 100% Participation Rate	<b>92.9%</b>	<b>7.1%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>STUDENTS WITH DISABILITY</b> 100% Participation Rate	<b>72.2%</b>	<b>25.0%</b>	<b>2.8%</b>	<b>0.00%</b>
<b>FEMALE</b>	<b>47.7%</b>	<b>37.7%</b>	<b>13.6%</b>	<b>0.90%</b>

<b>MALE</b>	<b>36.2%</b>	<b>42.1%</b>	<b>20.3%</b>	<b>1.5%</b>
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The above-mentioned historical data was retrieved from SLDS for the 2021-22 school year. The CCRPI subgroup achievement levels for student performance may differ from previous years, due to the modifications made during the COVID-19 pandemic. The available data represents the school's overall population. Data analysis shows that 58.6% of the students scored Developing, Proficient, or Distinguished Learner. The EL population has the most significant gap with 92.9% scoring in the Beginning Learner category.

## 2022-2023 GMAS Subgroup Data

<b>2022-2023 Algebra I Subgroup Data</b>	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100% Participation Rate	<b>65.0%</b>	<b>28.0%</b>	<b>7.0%</b>	<b>1.00%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too few students participation rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> 100% Participation Rate	<b>100%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>BLACK</b> 100% Participation Rate	<b>66.0%</b>	<b>27.0%</b>	<b>7.00%</b>	<b>0.00%</b>
<b>HISPANIC</b> 100.00% Participation Rate	<b>61.0%</b>	<b>34.0%</b>	<b>4.00%</b>	<b>0.00%</b>
<b>MULTI-RACIAL</b> 100.00% Participation Rate	<b>67.0%</b>	<b>20.0%</b>	<b>13.00%</b>	<b>0.00%</b>
<b>WHITE</b> 100% Participation Rate	<b>55.0%</b>	<b>33.0%</b>	<b>10.00%</b>	<b>3.00%</b>
<b>ECONOMICALLY DISADVANTAGED</b> Data Unavailable	N/A	N/A	N/A	N/A
<b>ENGLISH LEARNERS</b> Data Unavailable	N/A	N/A	N/A	N/A
<b>STUDENTS WITH DISABILITY</b> 100% Participation Rate	<b>89.0%</b>	<b>11.0%</b>	<b>0.00%</b>	<b>0.00%</b>

<b>FEMALE</b>	<b>60.0%</b>	<b>29.0%</b>	<b>10.0%</b>	<b>0.00%</b>
<b>MALE</b>	<b>69.0%</b>	<b>26.0%</b>	<b>4.00%</b>	<b>1.00%</b>

The above-mentioned data represents the school's overall population; however, subgroup data for the Economically Disadvantage and English Learners was not available at the time of this report. All COVID-19 restrictions and accommodations were removed for the 2022-2023 school year and all eligible students were required to take the Algebra I EOC exam in person. Data analysis indicates an increase in the Beginning Learners level for both SWD and Multiracial subgroups. While there was an overall 1-2% increase in student scores for those Developing, Proficient, and Distinguished Learners among the Hispanic, White, and Black subgroups.

<b>2022-2023 American Literature Subgroup Data</b>	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100% Participation Rate	<b>38.0%</b>	<b>37.0%</b>	<b>24.0%</b>	<b>1.00%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> 100% Participation Rate	<b>100%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>ASIAN / PACIFIC ISLANDER</b> 100% Participation Rate	<b>25.0%</b>	<b>50.0%</b>	<b>25.0%</b>	<b>0.00%</b>
<b>BLACK</b> 100% Participation Rate	<b>39.0%</b>	<b>38.0%</b>	<b>22.0%</b>	<b>1.00%</b>
<b>HISPANIC</b> 100.00% Participation Rate	<b>39.0%</b>	<b>37.0%</b>	<b>24.0%</b>	<b>1.00%</b>
<b>MULTI-RACIAL</b> 99% Participation Rate	<b>33.0%</b>	<b>22.0%</b>	<b>44.0%</b>	<b>0.00%</b>
<b>WHITE</b> 100% Participation Rate	<b>23.0%</b>	<b>27.0%</b>	<b>50.0%</b>	<b>0.00%</b>
<b>ECONOMICALLY DISADVANTAGED</b> Data Unavailable	N/A	N/A	N/A	N/A
<b>ENGLISH LEARNERS</b> Data Unavailable	N/A	N/A	N/A	N/A
<b>STUDENTS WITH DISABILITY</b> 99% Participation Rate	<b>76.0%</b>	<b>18.0%</b>	<b>5.0%</b>	<b>0.00%</b>
<b>FEMALE</b>	<b>33.0%</b>	<b>40.0%</b>	<b>25.0%</b>	<b>2.00%</b>

<b>MALE</b>	<b>43.0%</b>	<b>34.0%</b>	<b>23.0%</b>	<b>0.00%</b>
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The above-mentioned data represents the school's overall population; however, subgroup data for the Economically Disadvantage and English Learners was not available at the time of this report. All COVID-19 restrictions and accommodations were removed for the 2022-2023 school year and all eligible students were required to take the American Literature EOC exam in person. When compared to the 2021-2022 school year, data indicates a 13.1% decrease in students scoring at the Developing, Proficient, and Distinguished Learner levels.

<b>2022-2023 Biology Subgroup Data</b>	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100% Participation Rate	<b>54.0%</b>	<b>25.0%</b>	<b>20.0%</b>	<b>1.00%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
<b>ASIAN / PACIFIC ISLANDER</b> 100% Participation Rate	<b>50.0%</b>	<b>13.0%</b>	<b>25.0%</b>	<b>13.0%</b>
<b>BLACK</b> 100% Participation Rate	<b>56.0%</b>	<b>24.0%</b>	<b>18.0%</b>	<b>1.00%</b>
<b>HISPANIC</b> 100.00% Participation Rate	<b>49.0%</b>	<b>34.0%</b>	<b>16.0%</b>	<b>0.00%</b>
<b>MULTI-RACIAL</b> 100.00% Participation Rate	<b>37.0%</b>	<b>32.0%</b>	<b>32.0%</b>	<b>0.00%</b>
<b>WHITE</b> 99% Participation Rate	<b>36.0%</b>	<b>23.0%</b>	<b>34.0%</b>	<b>6.00%</b>
<b>ECONOMICALLY DISADVANTAGED</b> Data Unavailable	N/A	N/A	N/A	N/A
<b>ENGLISH LEARNERS</b> Data Unavailable	N/A	N/A	N/A	N/A
<b>STUDENTS WITH DISABILITY</b> 100% Participation Rate	<b>86.0%</b>	<b>11.0%</b>	<b>4.00%</b>	<b>0.00%</b>
<b>FEMALE</b>	<b>54.0%</b>	<b>26.0%</b>	<b>20.0%</b>	<b>1.00%</b>
<b>MALE</b>	<b>54.0%</b>	<b>25.0%</b>	<b>20.0%</b>	<b>1.00%</b>

The above-mentioned data represents the school's overall population; however, subgroup data for the Economically Disadvantage and English Learners was not available at the time of this report. All COVID-19 restrictions and accommodations were removed for the 2022-2023 school year and all eligible students were required to take the Biology EOC exam in person. The data indicates a slight 1.2% increase in overall student achievement for Developing, Proficient, and Distinguished Learners.

<b>2022-2023 US History Subgroup Data</b>	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>ALL STUDENTS</b> 100% Participation Rate	<b>39.0%</b>	<b>43.0%</b>	<b>17.0%</b>	<b>2.00%</b>
<b>AMERICAN INDIAN / ALASKAN NATIVE</b> Too Few Students Participation Rate	<b>0.00%</b>	<b>100.0%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>ASIAN / PACIFIC ISLANDER</b> 100% Participation Rate	<b>40.0%</b>	<b>40.0%</b>	<b>20.0%</b>	<b>0.00%</b>
<b>BLACK</b> 99% Participation Rate	<b>39.0%</b>	<b>44.0%</b>	<b>15.0%</b>	<b>1.00%</b>
<b>HISPANIC</b> 100.00% Participation Rate	<b>39.0%</b>	<b>29.0%</b>	<b>29.0%</b>	<b>4.00%</b>
<b>MULTI-RACIAL</b> 99% Participation Rate	<b>33.0%</b>	<b>44.0%</b>	<b>22.0%</b>	<b>0.00%</b>
<b>WHITE</b> 100% Participation Rate	<b>41.0%</b>	<b>35.0%</b>	<b>18.0%</b>	<b>6.00%</b>
<b>ECONOMICALLY DISADVANTAGED</b> Data Unavailable	N/A	N/A	N/A	N/A
<b>ENGLISH LEARNERS</b> Data Unavailable	N/A	N/A	N/A	N/A
<b>STUDENTS WITH DISABILITY</b> 100% Participation Rate	<b>74.0%</b>	<b>21.0%</b>	<b>5.00%</b>	<b>0.00%</b>
<b>FEMALE</b>	<b>43.0%</b>	<b>42.0%</b>	<b>14.0%</b>	<b>1.00%</b>
<b>MALE</b>	<b>35.0%</b>	<b>43.0%</b>	<b>19.0%</b>	<b>2.00%</b>

The above-mentioned data represents the school's overall population; however, subgroup data for the Economically Disadvantage and English Learners was not available at the time of this report. All COVID-

19 restrictions and accommodations were removed for the 2022-2023 school year and all eligible students were required to take the US History EOC exam in person. The 2022-2023 data shows a decrease in Beginning Learner scores for student in the Male (1.2%) and Female (4.7%) subgroups. In addition, the Hispanic, Black, and Multiracial subgroups also saw an increase of 2.9% or greater in students scoring at the Developing, Proficient, and Distinguished Learners levels.

**2021 - 2022 Logic Model HERO System  
END OF PROGRAM DATA**

<b>NHS</b>	<b>August 2 - December 17, 2021</b>	<b>January 4 - May 20, 2022</b>	<b>GAINS/ LOSSES</b>	<b>Indicate + or -</b>
<b>GRADE LEVEL</b>	<b>NUMBER OF STUDENTS WITH 1 OR MORE UNEXCUSED TARDY INFRACTIONS (Pre-Data from Infinite Campus)</b>	<b>NUMBER OF STUDENTS WITH 1 OR MORE UNEXCUSED TARDY INFRACTIONS (Post Data from Infinite Campus)</b>	<b>Difference between the Pre/Post Data from Infinite Campus</b>	<b>Indicate + or – to show gains or losses</b>
<b>9<sup>th</sup></b>	482	644	162	+
<b>10<sup>th</sup></b>	431	592	161	+
<b>11<sup>th</sup></b>	328	504	176	+
<b>12<sup>th</sup></b>	375	461	86	+
<b>TOTAL</b>	1,616	2,201	585	+

**Percent of Student Body with 1 or more unexcused Tardy Infractions = 65% / 89%**

During the current academic year, the school implemented a no bells operating system (the use of bells to signal commencing and ending class were discontinued). With this, a significant adjustment period regarding tardies occurred schoolwide during the first semester. As a result, the number of tardies during the first semester is less prevalent than the second semester; hence the data displaying continuous increases. Tardies are not cumulative annually but rather by semester; therefore, two percentages are required.

<b>NHS</b>	<b>August 2 - December 17, 2021</b>	<b>January 4 - May 20, 2022</b>	<b>GAINS /LOSSES</b>	<b>Indicate + or -</b>
<b>GRADE LEVEL</b>	<b>NUMBER OF STUDENTS WITH 1 OR MORE</b>	<b>NUMBER OF STUDENTS WITH 1 OR MORE</b>	<b>Difference between the Pre/Post Data from</b>	<b>Indicate + or – to show</b>

	<b>UNEXCUSED ABSENCES</b> (Pre-Data from Infinite Campus)	<b>UNEXCUSED ABSENCES</b> (Post Data from Infinite Campus)	<b>Infinite Campus</b>	<b>gains or losses</b>
<b>9<sup>th</sup></b>	257	306	49	+
<b>10<sup>th</sup></b>	600	659	59	+
<b>11<sup>th</sup></b>	639	684	45	+
<b>12<sup>th</sup></b>	800	840	40	+
<b>TOTAL</b>	2,296	2,489	193	+

**Percent of Student Body with 1 or more Unexcused Absences = 93% / 100%**

Due to COVID-19, this data is significantly impacted by the requirement of quarantining due to exposure, proximity, or illness.

**2022 - 2023 Logic Model HERO System  
END OF PROGRAM DATA**

<b>NHS</b>	<b>September 8, 2022 - January 27, 2023</b>	<b>January 28, 2023 - May 24m 2023</b>	<b>GAINS/ LOSSES</b>	<b>Indicate + or -</b>
<b>GRADE LEVEL</b>	<b>NUMBER OF STUDENTS WITH 1 OR MORE UNEXCUSED TARDY INFRACTIONS</b> (Pre-Data from Infinite Campus)	<b>NUMBER OF STUDENTS WITH 1 OR MORE UNEXCUSED TARDY INFRACTIONS</b> (Post Data from Infinite Campus)	<b>Difference between the Pre/Post Data from Infinite Campus</b>	<b>Indicate + or – to show gains or losses</b>
<b>9<sup>th</sup></b>	627	650	+23	+
<b>10<sup>th</sup></b>	547	569	+22	+
<b>11<sup>th</sup></b>	514	523	+9	+
<b>12<sup>th</sup></b>	34	33	-1	-
<b>TOTAL</b>	1722	1775	+53	+

**Percent of Student Body with 1 or more unexcused Tardy Infractions = 72% / 73%**



Due to the ongoing pandemic, this data is significantly impacted by a tremendous decline in the number of students attending school in person and the number attending school virtually. Students attending virtually were often faced with internet issues which affected tardies to class. Additionally, students' overall attendance was impacted by the virtual learning setting. Tardies are not cumulative annually but rather by semester; therefore, two percentages are required.

<b>NHS</b>	<b>September 8, 2022 - January 27, 2023</b>	<b>January 28, 2023 - May 24, 2023</b>	<b>GAINS /LOSSES</b>	<b>Indicate + or -</b>
<b>GRADE LEVEL</b>	<b>NUMBER OF STUDENTS WITH 1 OR MORE UNEXCUSED ABSENCES</b> (Pre-Data from Infinite Campus)	<b>NUMBER OF STUDENTS WITH 1 OR MORE UNEXCUSED ABSENCES</b> (Post Data from Infinite Campus)	<b>Difference between the Pre/Post Data from Infinite Campus</b>	<b>Indicate + or - to show gains or losses</b>
<b>9<sup>th</sup></b>	67	34	-33	-
<b>10<sup>th</sup></b>	36	37	+1	+
<b>11<sup>th</sup></b>	16	38	+22	+
<b>12<sup>th</sup></b>	49	48	-1	-
<b>TOTAL</b>	168	157	-11	-

**Percent of Student Body with 1 or more Unexcused Absences = 7% / 6%**

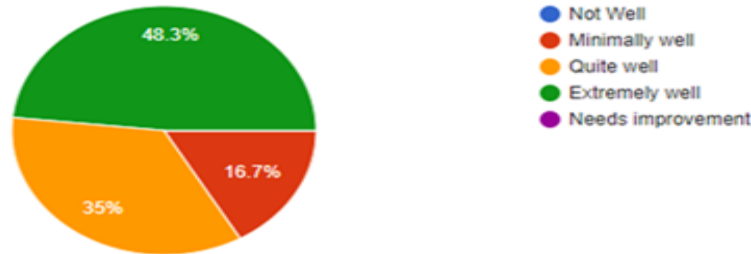
## **Newton High School 2022-2023 Parent and Family Engagement Survey**

## Communication

1. How well do you feel the school creates a welcoming environment for parents?

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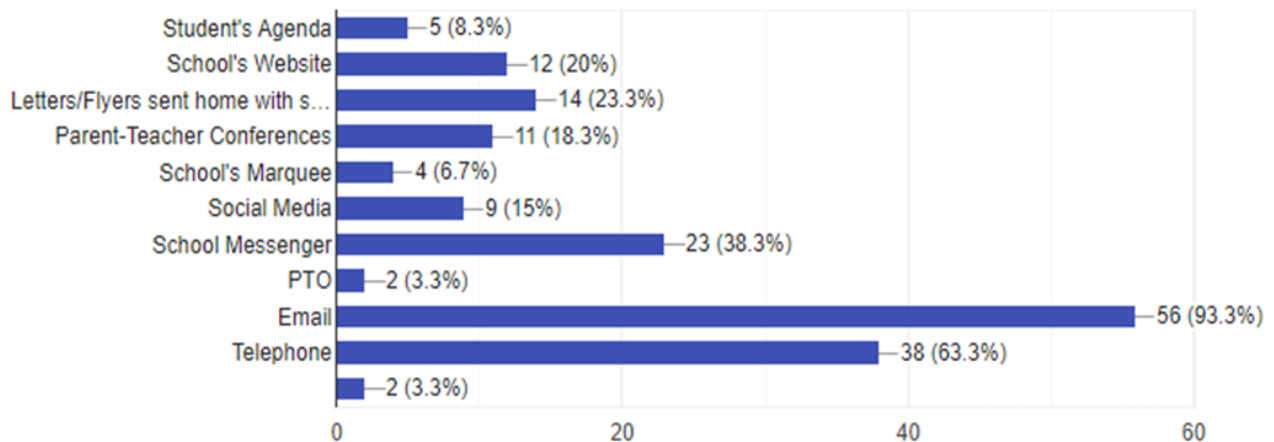
60 responses



2. What is the most effective way to get information to you? (Check all that apply)

 Copy

60 responses



If your answer to question 2 is "Other", please specify.

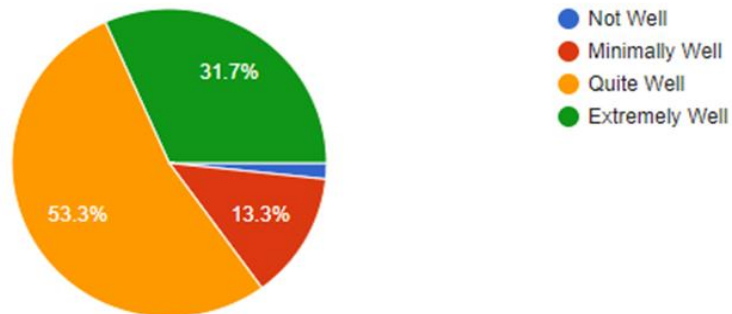
1 response

Text message

3. How well does your child's school provide information that is easy to understand?

 Copy

60 responses

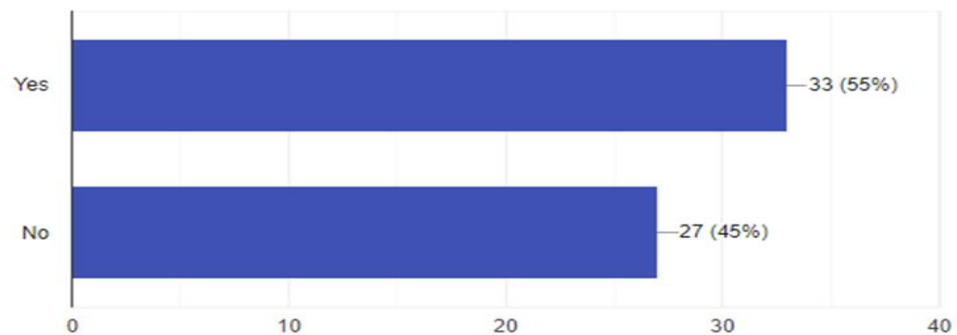


#### Parent Involvement Workshops

4. Did you attend any of the Parent and Family Engagement Meetings this school year?

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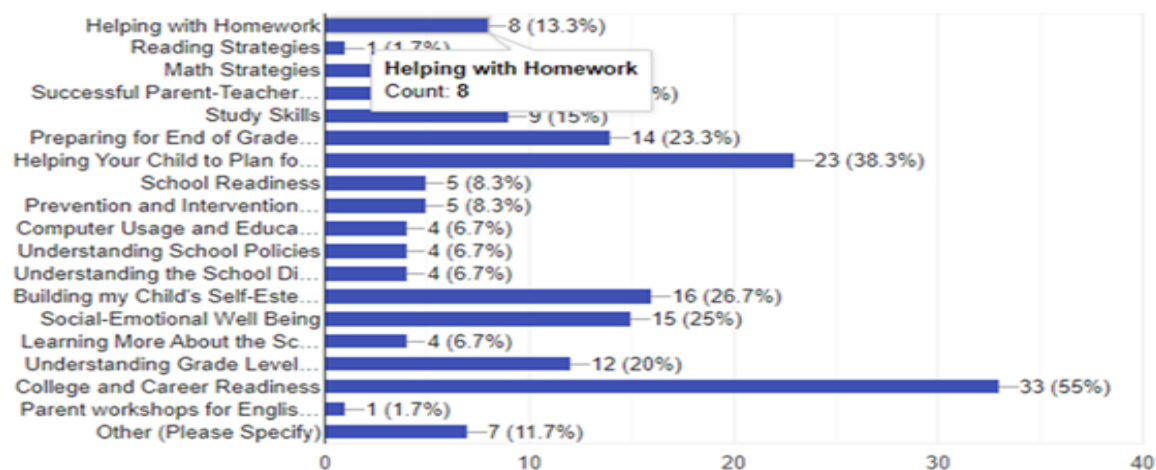
60 responses



5. If yes, please indicate the types of workshops in which you would be interested. Check all that apply.

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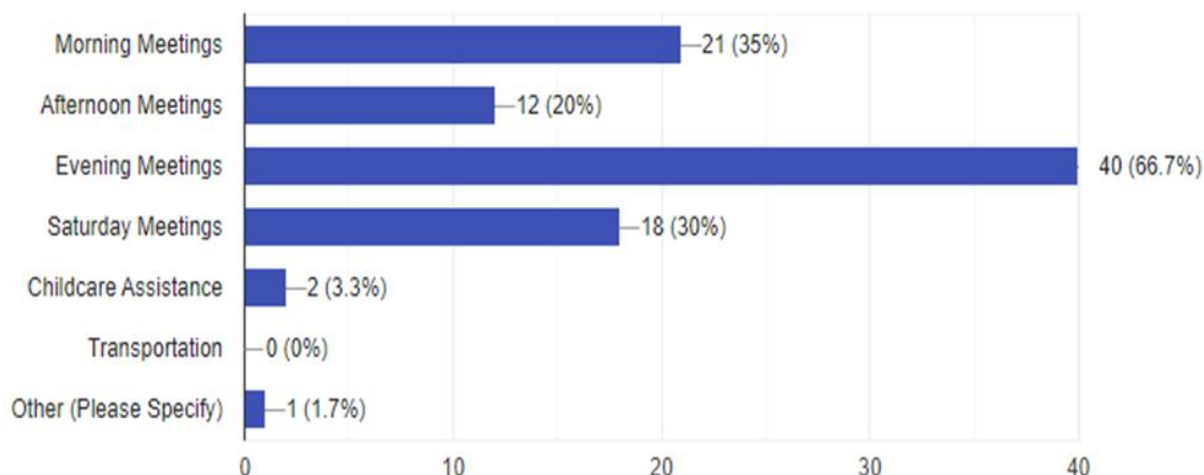
60 responses



6. We would like to offer flexible meeting times. Which of the following would enable you to participate in parent engagement meetings/workshops, parent conferences, and school activities? (Check all that apply.)

[Copy](#)

60 responses

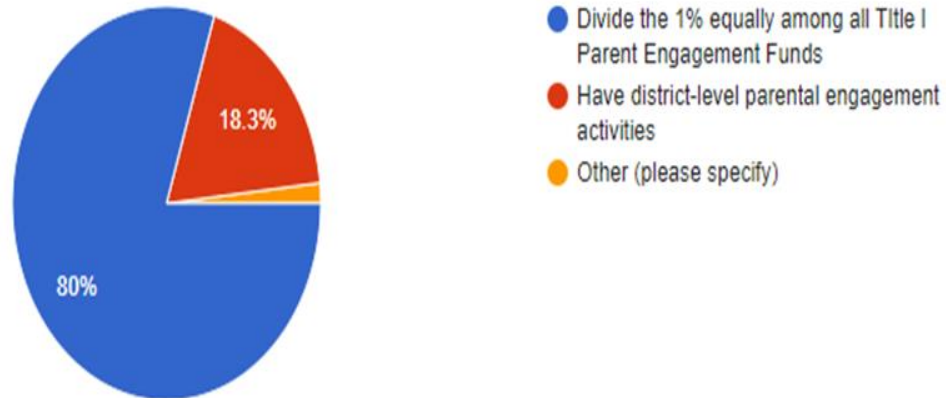


## Title I Parent Involvement Funds

7. How do you think Newton County School System should use the 1% required title I Parent Involvement Funds?

 Copy

60 responses



## Building Staff Capacity

8. What would you like teachers to know when working with parents in the efforts to raise student achievement?

 Copy

60 responses

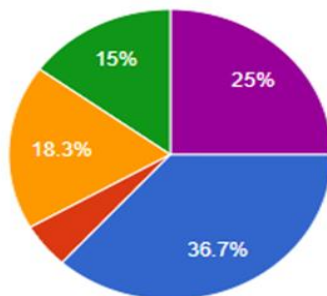


## School's Plan to Engage Families

### 9. School's Plan to Engage Families

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60 responses

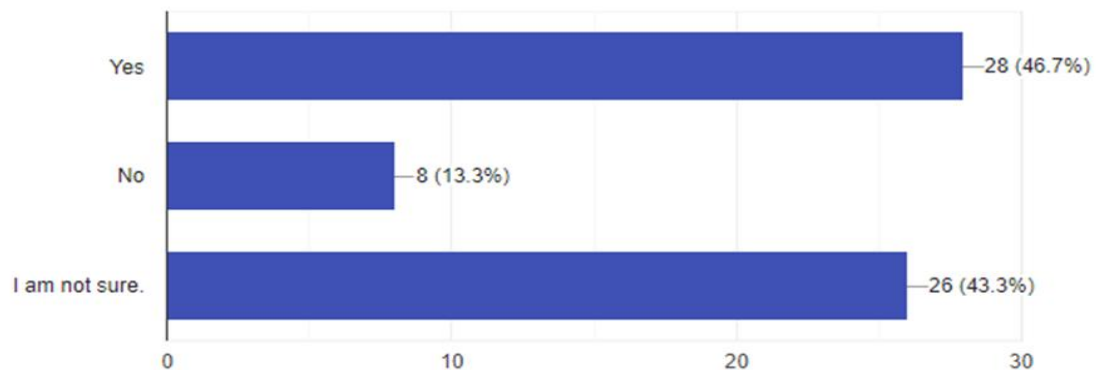


- My school asked me for feedback on the school's parent and family engagem...
- The school makes the school parent and family engagement policy available to...
- The school updates, at least annually, the parent and family engagement poli...
- If requested by parents, the school addresses opportunities for regular m...
- The school explains what a School-Parent Compact is and how parents, t...

### 10. Do the goals in the school-parent compact capture areas in which your child may need help to improve?

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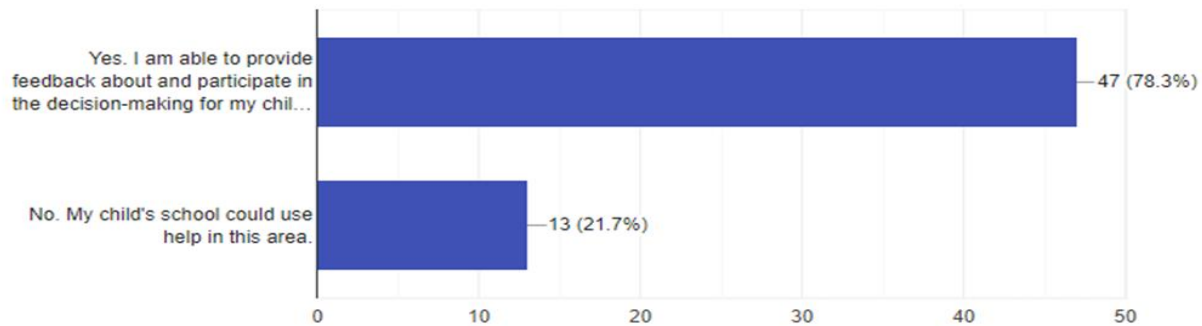
60 responses



12. Do you have the opportunity to provide feedback about and participate in decision-making about your child's education?

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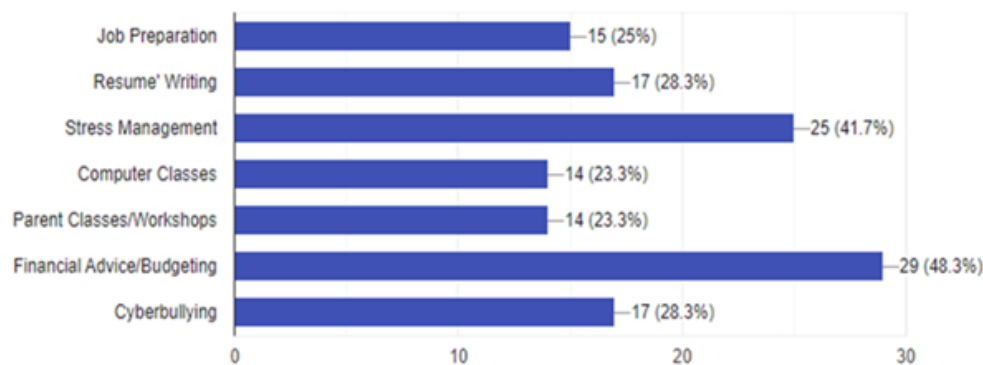
60 responses



14. Which of these classes would you attend if we were able to offer them?

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60 responses



**Summary:** From the parent survey given in the Spring of 2023, the data shows that over 48.3% of the parents who took the survey feel the school environment is extremely welcoming and 31.3% of parents believe that the school communicates with them extremely well. Of those completing the survey, 28.3% of parents wish that teachers knew how to build better parent partnerships to help raise overall student achievement.

Why are students not performing well in **Math**?

**ROOT CAUSE**

- Students do not have the foundational skills and background

**HOW TO ADDRESS CONCERNS**

- Weekly hour-long math tutoring sessions to assist students with Algebra and Geometry ("Math

<p>knowledge required to ensure success in higher-level mathematics.</p>	<p>Madness"). Students who attend will be rewarded with PBIS points to be redeemed in the PBIS store.</p> <ul style="list-style-type: none"> <li>➤ Teachers will communicate with parents about various tutoring opportunities.</li> <li>➤ Teachers will continue to use Big Idea Math Textbooks, Progress Learning, IXL in the classrooms and as an at-home resource to assist with Algebra and Geometry.</li> <li>➤ Professional Learning for teachers on differentiated instruction, critical thinking, classroom management, student engagement, and extended constructed response writing problems.</li> <li>➤ Coach books will be used both in the classroom and for afterschool tutorials.</li> <li>➤ Copies of materials for math tutorials will be purchased.</li> <li>➤ Calculators will be purchased for classroom and after school tutorial use.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Students continue to struggle with a math curriculum that demands higher order critical thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Weekly hour-long math tutoring sessions to assist students with Algebra and Geometry ("Math Madness"). Students who attend will be rewarded with PBIS points to be redeemed in the PBIS store.</li> <li>➤ Teachers will continue to use Big Idea Math Textbooks, Progress Learning and IXL in the classrooms and as an at-home resource to assist with Algebra and Geometry.</li> <li>➤ Professional Learning for teachers on differentiated instruction, critical thinking, classroom management, and student engagement.</li> <li>➤ Coach books will be used both in the classroom and for afterschool tutorials.</li> <li>➤ Copies of materials for math tutorials will be purchased.</li> <li>➤ Calculators will be purchased for classroom and after school tutorial use.</li> <li>➤ Notebooks and pencils will be purchased to aid students being fully prepared.</li> </ul>
<p><b>SMART Goal:</b> Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in Algebra I.</p> <p><b>SMART Goal:</b> Improve grades in Math grades 9-12 by 3% by the end of the 2023-2024 school year as measured by report cards.</p>	
<p>Why are students not performing well in <b>ELA/Reading?</b> (9th no longer an EOC)</p>	



ROOT CAUSE	HOW TO ADDRESS CONCERNS
<ul style="list-style-type: none"> <li>➤ Students do not have the fundamental skills required to read grade-level texts including tier 2 and 3 vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Purchase additional leveled books and graphic novels to increase the amount of material students are reading.</li> <li>➤ Continue the Reading class in 9<sup>th</sup> grade</li> <li>➤ Work to implement a school-wide literacy program</li> <li>➤ Professional Learning for teachers on differentiated instruction, critical thinking, classroom management, and student engagement.</li> <li>➤ Teachers will continue to use Progress Learning in the classrooms and as an at-home resource to assist with 9th Grade Literature and American Literature. (9th no longer an EOC)</li> <li>➤ Coach books will be used both in the classroom and for afterschool tutorials.</li> <li>➤ Notebooks and pencils will be purchased to aid students being fully prepared.</li> <li>➤ Work to increase reading and writing stamina through an ELA program where students will read at least one book per semester.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Students also lack the skills to cite textual evidence (making inferences, predicting, making text to text connections).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Purchase more books and periodicals across the curriculum</li> <li>➤ Work to implement a school-wide direct vocabulary instruction program</li> </ul>
<p><b>SMART Goal:</b> Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in American Literature.</p> <p><b>SMART Goal:</b> Improve grades in ELA/Reading grades 9-12 by 3% by the end of the 2023-2024 school year as measured by report cards.</p>	
<p>Why are students not performing well in <b>Science</b>?</p>	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
<ul style="list-style-type: none"> <li>➤ Students do not have the foundational math skills, vocab and background knowledge required to ensure success in biology.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Weekly hour-long basic skill in math and vocab tutoring sessions to assist students. Students who attend will be rewarded with PBIS points to be redeemed in the PBIS store.</li> <li>➤ Professional Learning for teachers on differentiated instruction, critical thinking, classroom management, vocab building and student engagement.</li> <li>➤ Teachers will continue to use Progress Learning in the classrooms and as an at-home resource to assist with Biology.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Coach books will be used both in the classroom and for afterschool tutorials.</li> <li>➤ Notebooks and pencils will be purchased to aid students to be fully prepared.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Students also lack the skills to cite textual evidence (making inferences, predicting, making text to text connections).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Purchase more books and periodicals across the curriculum to build scientific reading comprehension skills</li> <li>➤ Work to implement a school-wide direct vocabulary instruction program</li> <li>➤ Purchase more lab materials and texts for students to apply their knowledge</li> <li>➤ Professional Learning for teachers for testing taking strategies and analyzing scientific text</li> </ul>
<p><b>SMART Goal:</b> Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in Biology.</p> <p><b>SMART Goal:</b> Improve grades in Science grades 9-12 by 3% by the end of the 2023-2024 school year as measured by report cards.</p>	

Why are students not performing well in <b>Social Studies</b> ?	
ROOT CAUSE	HOW TO ADDRESS CONCERNS
<ul style="list-style-type: none"> <li>➤ Students do not have the foundational skills and background knowledge required to ensure success in US History.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Weekly hour-long social studies tutoring sessions to assist students with US History. Students who attend will be rewarded with PBIS points to be redeemed in the PBIS store.</li> <li>➤ The use of graphic organizers, maps, and timelines to learn the cause and effect of events.</li> <li>➤ Professional Learning for teachers on differentiated instruction, critical thinking, classroom management, direct vocabulary instruction and student engagement.</li> <li>➤ Teachers will continue to use Progress Learning and Nearpod in the classrooms and as an at-home resource to assist with US History, American Government, Economics, and World History.</li> <li>➤ Coach books will be used both in the classroom and for afterschool tutorials.</li> <li>➤ Notebooks and pencils will be purchased to aid students to be fully prepared.</li> <li>➤ Morning tutoring</li> </ul>
<ul style="list-style-type: none"> <li>➤ Students also lack the skills to cite textual evidence (making inferences, predicting, making text to text connections).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Purchase more books and periodicals across the curriculum</li> <li>➤ Work to implement a school-wide direct vocabulary instruction program.</li> <li>➤ Cross-curriculum planning/assessments with ELA</li> </ul>

**SMART Goal:** Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in US History.

**SMART Goal:** Improve grades in Social Studies grades 9-12 by 3% by the end of the 2023-2024 school year as measured by report cards.

Why are students not performing well in **Behavior**?

ROOT CAUSE	HOW TO ADDRESS CONCERNS
<ul style="list-style-type: none"> <li>➤ The number of tardies, skipping, and disobedience are the highest number of referrals. The reasons we believe: <ul style="list-style-type: none"> <li>○ Student/Teacher Relationships</li> <li>○ Lack of consistency</li> <li>○ Parent Involvement</li> <li>○ Peer Relationships</li> <li>○ Classroom Engagement</li> <li>○ Classroom Culture</li> <li>○ Lack of Motivation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue the use of the HERO System for tardies and PBIS</li> <li>➤ Peer mediation</li> <li>➤ Professional Learning for teachers on differentiated instruction, critical thinking, classroom management, and student engagement.</li> <li>➤ Work to improve parent involvement and communication between teachers and parents</li> </ul>

**SMART Goal:** Decrease the number of office referrals and the number of suspension days.

## 2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

a). Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: **provide opportunities for all children, including all subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learner) defined in section 1111 (c)(2), to meet the State’s challenging academic standards;**

b). Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will: **use methods and instructional strategies that strengthen an academic program in the school, will increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;**

### MATH GOAL

Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in Algebra I.

Improve grades in Math grades 9-12 by 3% by the end of the 2023-2024 school year as measured by report cards.

Increase FastBridge assessment data by 3% by the end of the 2023-2024 school year.

### OVERARCHING MATH PROGRAM

Newton High School teachers utilize Big Idea Math Textbooks, Progress Learning, IXL, Delta Math, COACH Milestone Review books, After-School Tutoring, and the school-wide literacy program. These research-based programs will help to build background knowledge and address student’s struggles with citing textual evidence. These programs link classroom instruction with everyday experiences, authentic problem-solving practices, and all other areas of the curriculum. County-developed and school level units that work on improving problem solving and critical thinking with Learning Focused strategies and the Georgia Standards of Excellence are also used. This provides usable and clearly organized units that incorporate all the elements needed to provide effective student instruction.

**Person(s) Responsible:** Math Teachers/Instructional Coach

**Evaluation Methods:** Benchmarks/Assesslets, Teacher graded Formative Summative In class assignments, Logic Models, EOC, Usage Reports, Report Card Data, FastBridge

**Timeline for Implementation:** August 2023 - May 2024

### Describe the evidence-based action steps to be taken to achieve the goals

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
9th-12th: Provide explicit vocabulary instruction. (TIER 3 PROMISING)	Direct Standard Based Vocabulary: Direct Standard Based Vocabulary Instruction is when students learn standard based vocabulary through explicit instruction in both the meanings of individual words and word-learning strategies. Teachers will be trained and	General Funds  Title I, Part A	Benchmarks/Assesslet, Laptops/Computer, Labs, Copy Paper, Paper, ink

	<p>encouraged to implement direct vocabulary instruction at the depth of the standard on an ongoing basis in the classroom. This type of instruction will support reasoning, problem solving, and comprehension across the disciplines to allow students to internalize effective communication. This will allow students to show evidence of logical conclusions, justification of learning and processes, and the use of facts to explain their thinking.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>		
9th-12th: Use solved problems to engage students in analyzing algebraic reasoning and strategies. (TIER 4 HAS RATIONALE)	<p>Interactive Classrooms allow students to learn through participation. Students learn through their participation in the attainment of knowledge by using technology to gather information and process it by solving problems and articulating what they have discovered.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	No Funding Source	EOC scores/data PLC Time
9th-12th: Connect and integrate abstract and concrete representations of concepts. (TIER 3 PROMISING)	<p>Graphic organizers- We will use graphic organizers to help improve learning when there is explicit instruction in the efforts to help students record, organize, and process new information and concepts learned in science.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	Title I, Part A	Paper Glue Scissors Colored pencils and markers Highlighters Tape Paper Copy Paper Ink
9th-12th: Combine graphics with verbal descriptions. (TIER 3 PROMISING)	<p>Differentiated Instruction recognizes that students' background knowledge, readiness, language, and preferences in learning interests all vary. It is a process approach to teaching and learning for students of differing abilities in the same class. We will use informal progress monitoring to determine the needs of students through summarizing strategies and common assessments.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	Title I, Part A  General Funds	Coach Books Progress Learning Khan Academy Textbook online resources Student Journals Interactive Notebooks Crayons Dry erase boards Colored pencils

			Markers Copy Paper Paper Ink
9th-12th: Use solved problems to engage students in analyzing algebraic reasoning and strategies. (TIER 4 HAS RATIONALE)	Coach Books will be used to provide support to those students who are struggling to meet the state standards in Algebra I. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Coach Books Laptops etc.
9th-12th: Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned. (TIER 4 HAS RATIONALE)	Progress Learning will be used to supplement instruction in the classroom by providing standard-based activities, assessments, and other tools to assist students in meeting the state academic standards. <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds	Laptops Computer Labs Progress Learning
9th-12th: Combine graphics with verbal descriptions. (TIER 3 PROMISING)	Nearpod will be used to provide students with real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities. <b>Logic Model Required:</b> <input type="checkbox"/>	District	Laptops Computer Labs Nearpod
9th-12th: Use solved problems to engage students in analyzing algebraic reasoning and strategies. (TIER 4 HAS RATIONALE)	IXL will be used to supplement instruction in the classroom by providing standard-based activities, assessments, and other tools to assist students in meeting the state academic standards. <b>Logic Model Required:</b> <input type="checkbox"/>	District	Laptops Computer Labs IXL
9th-12th: Space learning over time. (TIER 3 PROMISING)	Remind will be used to reach students and parents where they are. Messages can be sent to an entire class, a small group, or just a single person. Remind also supports parent engagement allowing schools and teachers to provide two-way messaging to support the Engagement required by ESSA.	ESSER	Electronic device(s)

	<b>Logic Model Required:</b> <input type="checkbox"/>			
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>		
We will provide additional support to students based on individual student needs via supplemental academic programs.		We will work with the Foster Care and Homeless Liaison and will work with schools to support the goals of improving educational outcomes for homeless and foster care students.		
<b>English Learners</b>		<b>Migrant</b>		
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds.		The District's Migrant Liaison will work with the schools to support the goals of improving educational outcomes for migratory students.		
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>		
We will provide additional support to students based on individual student needs via supplemental academic programs.		Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.		
<b>ELA/READING GOAL</b>				
Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in American Literature.				
Improve grades in ELA/Reading grades 9-12 by 3% by the end of the 2023-2024 school year as measured by report cards.				
Increase FastBridge assessment data by 3% by the end of the 2023-2024 school year.				
<b>OVERARCHING ELA PROGRAM</b>				
Newton High School teachers utilize Progress Learning, COACH Milestone Review books, After-School Tutoring, and novels purchased through L4GA, IXL, the school-wide literacy program. These research-based programs will help to build background knowledge and address student's struggles with citing textual evidence. These programs link classroom instruction with everyday experiences, authentic literature, and all other areas of the curriculum. County-developed and school level units that work on improving literacy with Learning Focused strategies and the Georgia Standards of Excellence are also used. This provides usable and clearly organized units that incorporate all the elements needed to provide effective student instruction.				
<b>Person(s) Responsible:</b>		ELA Teachers/Instructional Coach		
<b>Evaluation Methods:</b>		Benchmarks/Assesslets, Teacher Graded, Formatives Summative in Class Assignments, Logic Model, EOC, FastBridge, Report Card Data		
<b>Timeline for Implementation:</b>		August 2023 – May 2024		
<b>Describe the evidence-based action steps to be taken to achieve the goals.</b>				
<b>Evidence Based Strategy</b>	<b>Intervention/Practice</b> (If Title I Funded, a Logic Model is required.)	<b>Funding Source</b>	<b>Resources Needed</b>	
<b>Evidence Level</b>				

9th-12th: Increase student motivation and engagement in literacy learning. (TIER 3 PROMISING)	Interactive Classrooms allow students to learn through participation. Students learn through their participation in the attainment of knowledge by using technology to gather information and process it by solving problems and articulating what they have discovered. <b>Logic Model Required:</b> <input type="checkbox"/>	No Funding Source	Benchmarks/ Assesslet Scores
9th-12th: Provide explicit vocabulary instruction. (TIER 3 PROMISING)	Direct Standard Based Vocabulary: Direct Standard Based Vocabulary Instruction is when students learn standard based vocabulary through explicit instruction in both the meanings of individual words and word-learning strategies. Teachers will be trained and encouraged to implement direct vocabulary instruction at the depth of the standard on an ongoing basis in the classroom. This type of instruction will support reasoning, problem solving, and comprehension across the disciplines to allow students to internalize effective communication. This will allow students to show evidence of logical conclusions, justification of learning and processes, and the use of facts to explain their thinking. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I or General Funds	Benchmarks/ Assesslets Scores Paper Copy paper Ink
9th-12th: Integrate writing and reading to emphasize key writing features. (TIER 2 STRONG)	Graphic organizers- We will use graphic organizers to help improve learning when there is explicit instruction in the efforts to help students record, organize, and process new information and concepts learned in English Language Arts classrooms. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I or General Funds	Benchmarks/ Assesslets Scores Paper Copy paper Ink
9th: Build students' decoding skills so they can read complex multisyllabic words. (TIER 1 STRONG)	Differentiated Instruction recognizes that student's background knowledge, readiness, language, and preferences in learning interests all vary. It is a process approach to teaching and learning for students of differing abilities in the same class. We will use informal progress monitoring to determine the needs of students through summarizing strategies and common assessments. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Coach Books Crayons Dry erase boards Colored pencils Markers Paper Copy paper Ink



9th: Routinely use a set of comprehension-building practices to help students make sense of the text. (TIER 1 STRONG)	Coach Books will be used to provide support to those students who are struggling to meet the state standards in and American Lit. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Coach Books EOC scores/data Benchmarks/ Assesslets scores/data
9th-12th: Increase student motivation and engagement in literacy learning. (TIER 3 PROMISING)	Progress Learning will be used to supplement instruction in the classroom by providing standard-based activities, assessments, and other tools to assist students in meeting the state academic standards. <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds	Computers/laptops /IPADS
9th: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information. (TIER 1 STRONG)	Additional leveled texts will be used to supplement instruction in ELA classes for reading comprehension to support success in 9th Grade Lit and American Lit. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Reading support/coach books/books
9th-12th: Increase student motivation and engagement in literacy learning. (TIER 3 PROMISING)	Nearpod will be used to provide students with real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities. <b>Logic Model Required:</b> <input type="checkbox"/>	District	Laptops Computer Labs Nearpod
9th: Provide purposeful fluency-building activities to help students read effortlessly. (TIER 1 STRONG)	IXL will be used to supplement instruction in the classroom by providing standard-based activities, assessments, and other tools to assist students in meeting the state academic standards. <b>Logic Model Required:</b> <input type="checkbox"/>	District	Laptops Computer Labs IXL
9th-12th: Provide opportunities for extended discussion of text meaning and interpretation. (TIER 3 PROMISING)	Remind will be used to reach students and parents where they are. Messages can be sent to an entire class, a small group, or just a single person. Remind also supports parent engagement allowing schools and teachers to provide two-way messaging to support the Engagement required by ESSA. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Electronic device(s)

9th: Provide purposeful fluency-building activities to help students read effortlessly. (TIER 1 STRONG)	Subject-level programs will be used where students will read at least one novel per semester. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, L4G4, Study Sync	Novels, Study Sync books, shelving space
9th-12th: Provide opportunities for extended discussion of text meaning and interpretation. (TIER 3 PROMISING)	Talking Points will be used to reach English Language (ESOL) students and parents in their primary language. Messages are automatically generated in the students' and parents' preferred languages and can be sent to an entire class, a small group, or just a single person. Talking Points also supports parent engagement allowing schools and teachers to provide two-way messaging to support the Engagement required by ESSA. <b>Logic Model Required:</b> <input type="checkbox"/>	Title III	Electronic device(s)

<b>Economically Disadvantaged</b>	<b>Foster and Homeless</b>
We will provide additional support to students based on individual student needs via supplemental academic programs.	We will work with the Foster Care and Homeless Liaison and will work with schools to support the goals of improving educational outcomes for homeless and foster care students.
<b>English Learners</b>	<b>Migrant</b>
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds.	The District's Migrant Liaison will work with the schools to support the goals of improving educational outcomes for migratory students.
<b>Race/Ethnicity/Minority</b>	<b>Students with Disabilities</b>
We will provide additional support to students based on individual student needs via supplemental academic programs.	Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.

### SCIENCE GOAL

Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in Biology.

Improve grades in Science grades 9-12 by 3% by the end of the 2023-2024 school year as measured by report cards.

### OVERARCHING SCIENCE PROGRAM

Newton High School teachers utilize Progress Learning, COACH Milestone Review books, After-School Tutoring, and the school-wide literacy program. These research-based programs will help to build background knowledge and address student's struggles with citing textual evidence. These programs link classroom

instruction with everyday experiences, authentic science experiments, and all other areas of the curriculum. County-developed and school level units that work on improving critical thinking with Learning Focused strategies and the Georgia Standards of Excellence are also used. This provides usable and clearly organized units that incorporate all the elements needed to provide effective student instruction.			
<b>Person(s) Responsible:</b>		Science Teachers/Instructional Coach	
<b>Evaluation Methods</b>		Data from tests, quizzes, and benchmarks, PLC data, and a performance task for each content level, EOC, Usage Reports, Logic Model	
<b>Timeline for Implementation:</b>		August 2023 - May 2024	
<b>Describe the evidence-based action steps to be taken to achieve the goals.</b>			
<b>Evidence Based Strategy Evidence Level</b>	<b>Intervention/Practice (If Title I Funded, a Logic Model is required.)</b>	<b>Funding Source</b>	<b>Resources Needed</b>
9th-12th: Provide opportunities for extended discussion of text meaning and interpretation. (TIER 3 PROMISING)	Interactive Classrooms allow students to learn through participation. Students learn through their participation in the attainment of knowledge by using hands-on-activities to gather and process information. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Subscriptions to science case studies, paper, markers, crayons, color pencils, glue, and tape chart paper rulers, yard sticks, Index cards, manipulatives, calculators, rocks, minerals
9th-12th: Provide explicit vocabulary instruction. (TIER 3 PROMISING)	Direct Standard Based Vocabulary: Direct Standard Based Vocabulary Instruction is when students learn standard based vocabulary through explicit instruction in both the meanings of individual words and word-learning strategies. Teachers will be trained and encouraged to implement direct vocabulary instruction at the depth of the standard on an ongoing basis in the classroom. This type of instruction will support reasoning, problem solving, and comprehension across the disciplines to allow students to internalize effective communication. This will allow students to show evidence of logical conclusions, justification of learning and processes, and the use of facts to explain their thinking. <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds	Professional trainer in the subject area

9th-12th: Combine graphics with verbal descriptions. (TIER 3 PROMISING)	Graphic organizers- We will use graphic organizers to help improve learning when there is explicit instruction in the efforts to help students record, organize, and process new information and concepts learned in science. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A General Funds	Color paper, markers, crayons, copy paper, Calculator, gram scales, balances/digital scales, yard Sticks ink, glue and scissors
9th-12th: Connect and integrate abstract and concrete representations of concepts. (TIER 3 PROMISING)	Differentiated Instruction recognizes that student's background knowledge, readiness, language, and preferences in learning interests all vary. It is a process approach to teaching and learning for students of differing abilities in the same class. We will use informal progress monitoring to determine the needs of students through summarizing strategies and common assessments. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	PLC Days to effectively plan for these assessments to make them aligned with standards Crayons Dry erase boards Colored pencils, copy paper, ink, Markers, Large Sticky Note Pads
9th-12th: Help students allocate study time efficiently. Teach students how to use delayed judgments of learning to identify content that needs further study. (TIER 4 HAS RATIONALE)	Coach Books will be used to provide support to those students who are struggling to meet the state standards in 9th Grade Lit and American Lit. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Coach Books
9th-12th: Help students allocate study time efficiently. Use tests and quizzes to identify content that needs to be learned. (TIER 4 HAS RATIONALE)	Progress Learning will be used to supplement instruction in the classroom by providing standard-based activities, assessments, and other tools to assist students in meeting the state academic standards. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Progress Learning Subscription, Computers and laptops

9th-12th: Provide opportunities for extended discussion of text meaning and interpretation. (TIER 3 PROMISING)	Remind will be used to reach students and parents where they are. Messages can be sent to an entire class, a small group, or just a single person. Remind also supports parent engagement allowing schools and teachers to provide two-way messaging to support the Engagement required by ESSA. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Electronic device(s)
9th-12th: Combine graphics with verbal descriptions. (TIER 3 PROMISING)	Nearpod will be used to provide students with real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities. <b>Logic Model Required:</b> <input type="checkbox"/>	District	Laptops Computer Labs Nearpod
9th-12th: Provide opportunities for extended discussion of text meaning and interpretation. (TIER 3 PROMISING)	Vernier Lab Equipment will provide a platform for data collection, expand lab possibilities, use of advanced labs and provide students with greater engagement and deeper comprehension. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Vernier Lab Equipment
<b>Economically Disadvantaged</b>		<b>Foster and Homeless</b>	
We will provide additional support to students based on individual student needs via supplemental academic programs		We will provide additional support to students based on individual student needs via supplemental academic programs.	
<b>English Learners</b>		<b>Migrant</b>	
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds		The District’s Migrant Liaison will work with the schools to support the goals of improving educational outcomes for migratory students.	
<b>Race/Ethnicity/Minority</b>		<b>Students with Disabilities</b>	
We will provide additional support to students based on individual student needs via supplemental academic programs.		Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.	
<b>SOCIAL STUDIES GOAL</b>			
Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in US History.			

Improve grades in Social Studies grades 9-12 by 3% by the end of the 2023-2024 school year as measured by report cards.			
OVERARCHING SOCIAL STUDIES PROGRAM			
Newton High School teachers utilize Progress Learning, COACH Milestone Review books, After-School Tutoring, Before-School Tutoring, and the school-wide literacy program. These research-based programs will help to build background knowledge and address student’s struggles with citing textual evidence. These programs link classroom instruction with everyday experiences, authentic literature, and all other areas of the curriculum. County-developed and school level units that work on improving literacy with Learning Focused strategies and the Georgia Standards of Excellence are also used. This provides usable and clearly organized units that incorporate all the elements needed to provide effective student instruction.			
Person(s) Responsible:	Social Studies Department Chair, API, Teachers, Instructional Coaches		
Evaluation Methods:	Formative: self-reflection journals, peer interviews, one-on-one time with teacher, project-based learning summaries to class and/or peers. Canvas login history; Summative: End of unit project, extended written responses, web quests, Progress Learning, quizzes, Benchmarks; EOC; Teacher Graded; Logic Model; Notebook and graphic organizer collection, Explain “like I’m 5” to a neighbor		
Timeline for Implementation:	August 2023 - May 2024		
Describe the evidence-based action steps to be taken to achieve the goals.			
Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
9th-12th: Connect and integrate abstract and concrete representations of concepts. (TIER 3 PROMISING)	Interactive Classrooms social studies allow students to learn through participation. Students learn through their participation in the attainment of knowledge by using technology to gather information and process it by solving problems and articulating what they have discovered. Logic Model Required: <input type="checkbox"/>	Title I	Butcher paper, colored pencils/markers, highlighters, Chromebooks Inflatable Globes Student Whiteboards
9th-12th: Provide explicit vocabulary instruction. (TIER 3 PROMISING)	Direct Standard Based Vocabulary: Direct Standard Based Vocabulary Instruction is when students learn standard based vocabulary through explicit instruction in both the meanings of individual words and word-learning strategies. Teachers will be trained and encouraged to implement direct vocabulary instruction at the depth of the standard on an ongoing basis in the classroom. This type of instruction will support reasoning, problem solving, and comprehension across	General Funds Title I	Butcher paper, colored pencils/markers, highlighters, textbooks, Chromebooks, copy paper, ink

	<p>the disciplines to allow students to internalize effective communication. This will allow students to show evidence of logical conclusions, justification of learning and processes, and the use of facts to explain their thinking.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>		
9th-12th: Combine graphics with verbal descriptions. (TIER 3 PROMISING)	<p>Graphic organizers- We will use graphic organizers to help improve learning when there is explicit instruction in the efforts to help students record, organize, and process new information and concepts learned in social studies.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	Title I/ School/ District	Butcher paper, colored pencils/markers, highlighters, textbooks, Chromebooks, Copy paper, ink
9th-12th: Use quizzing to promote learning. Use pre-questions to introduce a new topic. (TIER 4 HAS RATIONALE)	<p>Differentiated Instruction recognizes that student's background knowledge, readiness, language, and preferences in learning interests all vary. It is a process approach to teaching and learning for students of differing abilities in the same class. We will use informal progress monitoring to determine the needs of students through summarizing strategies and common assessments.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	Title I/ School/ District	Butcher paper, colored pencils/markers, highlighters, textbooks, Chromebooks Globes Copy paper, ink
9th-12th: Provide direct and explicit comprehension strategy instruction. (TIER 3 PROMISING)	<p>Coach Books will be used to provide support to those students who are struggling to meet the state standards in US History.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	Title I/ School/ District	Coach Books
9th-12th: Use quizzing to promote learning. Use quizzes to re-expose students to key content. (TIER 3 PROMISING)	<p>Progress Learning will be used to supplement instruction in the classroom for American Government, World History, US History, and Economics by providing standard-based activities, assessments, and other tools to assist students in meeting the state academic standards.</p> <p><b>Logic Model Required:</b> <input type="checkbox"/></p>	Title I/ School/ District	Butcher paper, Colored pencils/markers, highlighters, textbooks, Chromebooks

9th-12th: Combine graphics with verbal descriptions. (TIER 3 PROMISING)	Nearpod will be used to provide students with real-time insights into student understanding through interactive lessons, interactive videos, gamification, and activities. <b>Logic Model Required:</b> <input type="checkbox"/>	District	Laptops Computer Labs Nearpod
9th-12th: Provide opportunities for extended discussion of text meaning and interpretation. (TIER 3 PROMISING)	Remind will be used to reach students and parents where they are. Messages can be sent to an entire class, a small group, or just a single person. Remind also supports parent engagement allowing schools and teachers to provide two-way messaging to support the Engagement required by ESSA. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Electronic device(s)
<b>Supplemental Supports: What supplemental action steps will be implemented for these subgroups?</b>			
<b>Economically Disadvantage</b>		<b>Foster and Homeless</b>	
We will provide additional support to students based on individual student needs via supplemental academic programs.		We will provide additional support to students based on individual student needs via supplemental academic programs.	
<b>English Learners</b>		<b>Migrant</b>	
ELs will be served by an ESOL-endorsed teacher. Supplemental resources and materials will be purchased using Title III-LEP funds.		The District's Migrant Liaison will work with the schools to support the goals of improving educational outcomes for migratory students.	
<b>Race/Ethnicity/Minority</b>		<b>Students With Disabilities</b>	
We will provide additional support to students based on individual student needs via supplemental academic programs.		Targeted interventions for SWD will be used. IEPs will be implemented with fidelity to provide support on an individual basis in the least restrictive environment.	
<b>PARENT AND FAMILY ENGAGEMENT PROGRAM</b>			
<b>Person(s) Responsible:</b>	Principal, Title I Parent Contact, Classroom Teachers, Parents, Students		
<b>Evaluation Methods:</b>	Sign-in log, Participant evaluation, Completion/dissemination of materials, Assessment data formal and informal		
<b>Timeline for Implementation:</b>	August 2023 - May 2024		
<b>Describe the evidence-based action steps to be taken to achieve the goals.</b>			
Intervention/Practice (If Title I Funded, a Logic Model is required.)		Funding Source	Resources Needed



Offer writing, math, and reading parent family engagement workshops that provide parents opportunities to acquire necessary information, knowledge, and skills to support their children's education at home	Title I, Part A	Remediation resources/handouts Light Snacks
Send home grade-specific newsletters (in a format and language that parents can understand) that provide essential information to parents and foster a connection between the classroom and the home. August 2023 - May 2024	Title I, Part A	Grade-specific newsletter
Host a Parent Resource Room Day with the Parent Involvement Coordinator that invites parents to our parent resource room to connect parents and families with the tools to help their child at home.	Title I, Part A	Supplies (paper, pencils, highlighters, notebooks) Books, display table, bookshelf, academic games, material
Provide quarterly training and /or valuable tips to faculty and staff on the importance of building effective partnerships with parents.	Title I, Part A	Newsletter/Article

#### OTHER INSTRUCTIONAL METHODS

Use effective instructional methods that increase the quality and amount of learning time.

- increase the amount and quality of learning time, such as providing an extended school year and before- or after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum
- increase the amount and quality of learning time, such as class-size reduction, supplemental teachers, paraprofessionals, etc.

**Person(s) Responsible:** Admin, Instructional Coaches, All teachers

**Evaluation Methods:** Walkthroughs, professional learning logs, modeling, co-planning, co-teaching, and providing feedback to teachers, Logic Model, Student attendance log, Assessment Data, Report Card Data, Parent Evaluations, Parent Survey Data

**Timeline for Implementation:** August 2023 - May 2024

**Describe the evidence-based action steps to be taken to achieve the goals.**

Evidence Based Strategy Evidence Level	Intervention/Practice (If Title I Funded, a Logic Model is required.)	Funding Source	Resources Needed
9th-12th: Maintain a consistent focus on improving instruction. (TIER 4	Instructional Coach will assist in building teacher capacity and their understanding of instructional practices as related to the Georgia Performance Standards and Data-Driven Instruction. The Instructional Coach will ensure high-quality	Title I, Part A	Will vary based on the instructional needs. Pens/Pencils Chart paper

HAS RATIONALE)	instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. <b>Logic Model Required:</b> <input checked="" type="checkbox"/> X		Office supplies Post Its Highlighters Copy Paper Notebooks/Binders Materials that support the Georgia Performance Standards and Data-Driven Instruction Illuminate  Materials that support the Georgia Performance Standards and Data-Driven Instruction.
9th-12th: Provide academic support and enrichment to improve academic performance. (TIER 3 PROMISING)	EOC tutoring sessions will be implemented to assist students in all content using Coach Books and other resources to carry out the program. <b>Logic Model Required:</b> <input checked="" type="checkbox"/> X	Title I, Part A	Coach Books tutors
9th-12th: Assess program performance and use the results to improve the quality of the program. (TIER 4 HAS RATIONALE)	The Title I Parent Contact will serve as the liaison between the school and the district. The Title I Contact will be used to assist the principal in carrying out the requirements of the Parent Involvement Program to provide parents with academically based strategies to help support parent involvement beyond the school day. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Title I Parent Contact, Classroom Teachers, Instructional Coach, and Administrators Copy paper, Ink, scanner, printer, pens
Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)	Teachers will be involved in continuous effective professional learning communities. These communities are formulated by teams working interdependently to increase student achievement which is the common goal. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Chart Paper Post-it Notes Computers Curriculum Maps Professional Learning books Ink, Printer Scanner Highlighter Binders, Pens

			Copy paper
<b>PROFESSIONAL LEARNING</b>			
<b>Person(s) Responsible:</b>	Principal, Instructional Coach, All Teachers		
<b>Evaluation Methods:</b>	Walkthroughs, professional learning logs, modeling, co-planning, co-teaching and providing feedback to teachers, EOC, Formative/summative assessment data, Logic Model, Evaluation of the mentor program focuses on participant satisfaction of mentor and new teacher training sessions and assesses changes in teaching of new teachers and mentors, PLC Agendas/Logs		
<b>Timeline for Implementation:</b>	August 2023 - May 2024		
<b>Describe the evidence-based action steps to be taken to achieve the goals.</b>			
<b>Evidence Based Strategy Evidence Level</b>	<b>Intervention/Practice (If Title I Funded, a Logic Model is required.)</b>	<b>Funding Source</b>	<b>Resources Needed</b>
Make data part of an ongoing cycle of instructional improvement. (Tier 4 Has Rationale)	The Instructional coach will assist in building teacher capacity and their understanding of instructional practices as related to the Georgia Performance Standards and Data-Driven Instruction. The Instructional Coaches will ensure high-quality instruction in classrooms through modeling, co-planning, co-teaching, and providing feedback to teachers. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Will vary based on the instructional needs Pens/Pencils Chart paper Office supplies Post Its Highlighters Copy Paper Notebooks/Binders Materials that support the Georgia Performance Standards and Data-Driven Instruction Illuminate

Maintain a consistent focus on improving instruction. (TIER 4 RATIONALE)	Selected faculty and staff will attend subject specific conferences focusing on acquisition and application of vocabulary. Selected teachers and faculty will also attend training and professional development to acquire strategies in the areas of Math, Science, ELA/Reading and Social Studies and return to train other teachers to implement these strategies in the classroom. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Registration fees for conferences/training that relates to our goal Travel Expenses
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	New Teachers will participate in district-funded BEST Teacher Program to work with a school-based mentor in the efforts to assist with day-to-routines in addition to provide job-embedded professional learning that focuses on new-teacher issues. <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds	BEST Teacher resources checklist monthly topics
Provide supports that foster a data-driven culture within the school. (Tier 4 Has Rationale)	Professional Learning will be provided for teachers on differentiated instruction, critical thinking, classroom management, and student engagement and direct vocabulary instruction. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	As determined by the facilitator Pens/Pencils Chart paper Office supplies Post Its Highlighters Copy Paper Notebooks/Binders Materials that support the Georgia Performance Standards and Data-Driven Instruction Illuminate

#### TECHNOLOGY EQUIPMENT TO SUPPORT THE CORE CURRICULUM

**Person(s) Responsible:**

Principal, Instructional Coach, Teachers. Media Specialists, Technology Specialist, School Technology Assistant

<b>Evaluation Methods:</b>	Formal and Informal Assessments, Student Achievement Data, Formative/summative assessment data, Monitor tardies	
<b>Timeline for Implementation:</b>	August 2023 – May 2024	
<b>Describe the evidence-based action steps to be taken to achieve the goals.</b>		
<b>Intervention/Strategy/Practice (If Title I Funded, a Logic Model is required.)</b>	<b>Funding Source</b>	<b>Resources Needed</b>
As needed, students will receive the optimal learning experience through the teacher integration of the webcams and selfie ring lights. Learners will receive continued access to instruction that is not hindered by an inability to hear or see the content being presented in virtual and face to face learning environments. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Webcams Ring Lights
Active Panels will be used by classroom teachers to design a creative learning experience that builds critical thinking and problem-solving skills. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Promethean Boards
Calculators will be used to assist children who are having difficulty reading to learn math skills. By giving different assignments to different children based on their level of ability, teachers can model how to do a problem on the calculator and “scaffold”, learning gradually, reducing the support until the student can work independently. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Calculators
Mobile devices (including carts, iPad covers, headphones, printers, printing ink) will be used to promote critical thinking and collaboration among students and to facilitate problem-based learning and team-based interactive learning. <b>Logic Model Required:</b> <input type="checkbox"/>	Title I, Part A	Laptops Headphones IPads Printers Printer Ink
NHS will institute the Hero system to increase communication to parents regarding positive behaviors and to decrease tardiness. <b>Logic Model Required:</b> <input checked="" type="checkbox"/>	Title I, Part A	HERO System HERO Accessories (paper, ink,etc)

#### STUDENT BEHAVIOR/ATTENDANCE

<b>Person(s) Responsible:</b>	Counselors, PBIS Team, Administrators, Consultants, Instructional Coaches		
<b>Evaluation Methods:</b>	Monitor tardies, PLC Agenda/Log, Formative/summative assessment data		
<b>Timeline for Implementation:</b>	August 2023 – May 2024		
<b>Describe the evidence-based action steps to be taken to achieve the goals.</b>			
<b>Evidence Based Strategy</b>	<b>Intervention/Practice</b>	<b>Funding Source</b>	<b>Resources Needed</b>
<b>Evidence Level</b>			

	(If Title I Funded, a Logic Model is required.)		
Implement programs to improve students' classroom behavior and social skills. (TIER 4 HAS RATIONALE)	Continue the use of HERO System for tardies and PBIS <b>Logic Model Required:</b> <input checked="" type="checkbox"/> X	Title I	HERO System (printers, paper, software/program)
Implement programs to improve students' classroom behavior and social skills. (TIER 4 HAS RATIONALE)	Continue the use of PBIS for tardies <b>Logic Model Required:</b> <input type="checkbox"/>	General Funds	PBIS software
Provide academic support and enrichment to improve academic performance. (TIER 3 PROMISING)	Offer professional learning for teachers on differentiated instruction, critical thinking, classroom management, direct vocabulary instruction and student engagement. <b>Logic Model Required:</b> <input type="checkbox"/>	Title 1	As determined by the specific professional learning facilitator. Pens/Pencils Chart paper Office supplies Post Its Highlighters Copy Paper Notebooks/Binders Instruction Illuminate

## BUILDING FAMILY FRIENDLY SCHOOLS

In the section below, describe strategies to build family-friendly schools by providing high-quality customer service.

### Front Office Staff:

- School system visitors will see an efficient and attractive work area.
- All visitors will be greeted with a smile.
- Frontliners shall use the visitor's name if known. If not known, Frontliners will seek the opportunity to learn the visitor's name and commit it to memory for use during this visit and future visits.
- If Frontliner is occupied with a phone call or assisting someone else, the visitor will be acknowledged with a greeting, smile, eye contact and promise of upcoming service ("I'll be right with you.").
- Frontliner will make eye contact with visitors during the greeting and maintain eye contact throughout the conversation.
- If a Frontliner is engaged in a conversation and cannot greet the visitor, another Frontliner will offer the initial greeting and either assist the visitor or offer the services of the engaged Frontliner. This offer will be considered a promise to the visitor and must be carried out with integrity. Communication among Frontliners is crucial for this greeting system to work effectively.

- The Frontliner will always invite the visitor to sit if waiting is involved (“Would you like to sit?”) but will never instruct the visitor to sit (“Have a seat over there.”).
- We will use the four-step Greeting process

#### Administrators:

- Administrators will return any form of communication within 48 hours as required.
- Administrators will keep their offices tidy and available to meet with parents. If their workspace is cluttered due to work (ex: files, papers, etc.) they will utilize the conference room to meet with parents.
- Administrators will check voicemail at the start and end of each day.
- Administrators will work to do the following: 1) Make the person they are serving feel welcome, 2) Make the person feel as if they are understood, 3) Help the person retain his dignity, and 4) Help the person obtain assistance.

#### Classroom Teachers:

- All teachers will work to have positive interactions with parents- IE: don't just call home when something is wrong.
- Email should not be used as a sole means of communication.
- Teachers will work to do the following: 1) Make the person they are serving feel welcome, 2) Make the person feel as if he or she is understood, 3) Help the person retain his or her dignity, and 4) Help the person obtain assistance.
- Teachers will stand outside of their door and greet students as they enter the class daily.

#### Counselors:

- Counselors will return any form of communication within 48 hours if possible.
- Counselors will keep their offices tidy and available to meet with parents. If their workspace is cluttered due to work (ex: files, papers, etc.) they will utilize the conference room to meet with parents.
- Counselors will check voicemail at the start and end of each day.
- Counselors will work to do the following: 1) Make the person they are serving feel welcome, 2) Make the person feel as if he or she is understood, 3) Help the person retain his or her dignity, and 4) Help the person obtain assistance.

## 2. Schoolwide Reform Strategies – Section 1114(b)(7)(A)(i-iii)(I-V)

Address the reform strategies the school will implement to meet the school needs, including a description of how such strategies will:

c). 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 through activities which may include -

- i. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

**Fellowship of Christian Athletes-FCA** is an organization that seeks to make disciples through methods of engaging, equipping, and empowering coaches, athletes, and all who are interested in gaining an understanding of Christ and lead others to do the same.

We understand the level of diversity in our community and school; therefore, we extend the invitation to those who have interest in neighboring belief systems, various social norms and socioeconomic levels.

Fundamentally, FCA will encourage all participating students and faculty members to seek and find within themselves that favorable citizen and community member through group discussions led by their peers, FCA huddle leaders, and community Youth Pastors.

With the belief there are three parts of a person: the mental, the flesh, and most important, the spiritual, we relate and pray with participants offering a place of serenity and spiritual freedom allowing all to find rest in righteousness.

There are several resources available through FCA to help with this process. There are as follows:

- The Four – presenting the gospel in four simple truths for understanding.
- The Core – the “Core” provides eight essentials to strengthen one’s faith.
- E3 – This is the opportunity for Discipleship training.
- YouVersion Plans – In partnership with the YouVersion bible app, you can download a variety of reading plans that get you plugged right into God’s word.

**Sources of Strength**-Sources of Strength is changing the impact of students here at Newton High School. The Sources of Strength Program provides students with the opportunity to be involved with individual help and community interaction by allowing them to gain knowledge on issues and challenges they face every day. This Program allows our students to go through training to help their peers. What makes this program so unique is that once students are trained, peer leaders can help their peers connect with trusted adult advisors here at Newton when facing challenges such as emotional crises. Students are more open to telling students it is OK to reach out for help if needed to deal with everything from bullying to suicidal thoughts. The goal is to push student wellness.

Sources of Strength is an "evidence-based" prevention program that empowers peer leaders and adult advisors in their schools to break codes of silence of mental health and promote help-seeking behaviors and resource connections with suicide prevention, anxiety, substance abuse, violence, bullying and peer pressure. It seeks to raise "awareness and create resilience in students" by encouraging students to seek out "protective factors"



including family support, positive friends, mentors, healthy activities, generosity, spirituality, mental health and medical access. This program at Newton High School is a tool for promoting positive school-wide attitudes about seeking help for problems, breaking codes of silence, and involving supportive resources and assistance for students dealing with emotional crises.

**Counselors**-As counselors working with at-risk students we collaborate with teachers, administrators, parents and other stakeholders to provide prevention, early identification, as well as trauma-informed interventions for students. NHS counselors can reduce or eliminate harmful behaviors that may place students at risk by implementing the following strategies:

- -Identifying students that will benefit from a mentor and work with a community-based agency for placement
- -providing responsive services, including short-term individual and group counseling
- -referring students and families to appropriate support services and community agencies
- -collaborating with school staff to identify and assist students in crisis
- -conducting staff development for school
- -providing information, consultation and support to parents/guardians to increase family involvement

- ii. preparation for and awareness of opportunities for postsecondary education 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 (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

**Dual Enrollment**-NHS students participate in a variety of dual enrollment programs. Some dual enrollment programs have strict policies (required GPAs, test scores etc.). However, our at-risk students that may not meet these restrictive guidelines have an opportunity to participate in dual enrollment programs at technical schools in the area. These DE programs have more relaxed admissions requirements, such as placement tests versus the national ACT/SAT. Therefore, our at-risk population is exposed to more academic opportunities. Thus, NHS at-risk students, who are often first-generation college students, are challenged academically and begin the mindset of them viewing themselves as college material.

**Advanced Placement**-NHS at-risk students have the opportunity to participate in the AP program. Students are encouraged to take AP courses in the areas in which they demonstrate strong academic capabilities. At NHS our AP program does not have biases and/or barriers in the identification of students for the program. This allows at-risk students to enroll and be exposed to a more challenging coursework, thus preparing them for post-secondary education. Further, students participate in peer learning communities to help them be successful within the program. At NHS we do not believe that the ability to pay should hinder students from taking an AP Exam. We offer in need, financial assistance

- iii. 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.);

NHS implements intervention and behavior support through the Response to Intervention program. In addition, the Hero System is implemented to support teachers and administrators in recognizing positive actions and redirecting negative behavior, while holding students accountable for their own behavior. Through the platform student tardies are tracked for the purpose of reducing student tardiness to class. NHS institutes the Hero system to increase communication to parents regarding positive behaviors and to decrease tardiness.

Students are also involved in reflection during the PBIS behavior management process. Students also participate in the MTSS process with their teachers in order to support behavior. Students self-examine their own behavior by completing social skills activities related to their behavior.

- iv. professional development 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

- We have included teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff in our staff development that addresses the root causes of our identified needs.

Root Cause	Professional Learning to Address Root Cause
<ul style="list-style-type: none"> <li>• Students do not have the foundational skills and background knowledge required to ensure success in mathematics and ELA.</li> <li>• Students do not have the fundamental skills required to read grade-level texts including tier 2 and 3 vocabulary.</li> <li>• Students also lack the skills to cite textual evidence (making inferences, predicting, making text-to-text connections).</li> </ul>	<p>The following professional learning opportunities will be used to address our root causes:</p> <ul style="list-style-type: none"> <li>➤ Integrating technology to enhance student engagement in learning. The Technology Team will offer sessions showing teachers how to implement technology into their lessons. Topics will include Canvas, IXL, Illuminate, Quizziz, Gimkit, Turn-It-In.com, NearPod, and Edgenuity</li> <li>➤ State Longitudinal Data System (SLDS)</li> <li>➤ Safari Montage – classroom video recording and resources</li> <li>➤ Viewpath/Audio Enhancement</li> <li>➤ Differentiated Instruction</li> <li>➤ Illuminate – Data Analysis to drive instruction</li> <li>➤ Effective Instructional Strategies</li> <li>➤ Standards Based Classroom</li> <li>➤ Teacher Keys Effectiveness System (TKES)</li> <li>➤ Response to Intervention (RTI)</li> <li>➤ Positive Behavior Interventions and Supports (PBIS)</li> <li>➤ Mentoring new teachers (BEST Program)</li> <li>➤ Answering Constructed Response questions in English Language Arts and Mathematics</li> <li>➤ Conferences</li> </ul>

- We have included teachers in professional development activities regarding the use of academic assessments, to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program in the following ways. . . *Response*
  - Each core content course has a Content Leader that attends monthly meetings with the District Content Specialist to discuss content specific issues and curriculum needs. Each Content Leader re-delivers the information to each Professional Learning Community (PLC).

- Illuminate training – each teacher will be trained to use the Illuminate data analysis system to analyze formative assessments, summative assessments and Midterm data for each class and student. This training will occur within the first month of school by the Instructional Coaches and there will be ongoing Illuminate training so that teachers can fully utilize data to inform instruction and to notice trends from data to help plan EOC remediation and review.
- Activities to learn about strategies that can be used to create and implement learning opportunities that are both rigorous and relevant.
- Weekly Professional Learning Focus for common planning
- Monthly school-wide PLCs will be held and led by the Principal, Assistant Principal, and Instructional Coaches to maintain focus on specific school-wide goals.
- Frontline will be utilized to provide school specific, job-embedded professional learning.
- We have devoted sufficient resources to carry out effectively the professional development activities to recruit and retain effective teachers, particularly in high need subjects in the following ways. . .

*Response*

- Two, full-time instructional coaches will assist and support teachers in developing instructionally sound and engaging lessons in ELA, math, science and social studies.
- The school calendar has four separate half-days for professional learning.
- Each subject area has common planning which allows that time to be used for content specific professional development and learning.
- Release time and money for teachers to participate in a variety of content specific classes and conferences aimed at providing teachers with instructional strategies and resources targeting our areas of need.
- Money to pay for teachers and administrators to attend conferences.

v. strategies for assisting preschool children in the transition from early childhood education

*Response:*

- Following are our plans for assisting middle school children in the transition from middle school to high school:
  - High school counselors, students, and teachers visit middle schools to describe the various programs Newton High School offers prior to middle school students prior to registering for classes.
  - Hold a meeting for rising 8<sup>th</sup> graders and their parents in May to discuss curriculum requirements and school-based policies and expectations.
  - Summer Bridge program is held in July of each school year for 9<sup>th</sup> graders to further acclimate students in the transition to high school.
  - Classroom visits by the Positive Behavior Implementation Strategies Coach and Administrators at the beginning of the school year to teach students the behavior expectations of Newton High School.
  - Open House
  - High School Transition elective class for approximately 170 targeted ninth graders to provide support to decrease the number of students at risk of not graduating in four years at the end of ninth grade. The course is designed to teach study skills, note taking skills and testing strategies. It will also provide targeted review and remediation leading up to the two-9th grade End of Course tests. Positive behavior (PBIS) and anti-bullying will also be included in the course.

Students who transfer to Newton High School from a private school or enter NHS throughout the school year will meet with the appropriate grade level counselor to determine the correct class schedule. During this initial conference, the counselor will also provide the parent and student with graduation requirement information as well as answer any questions about earned credits, testing requirements, and prerequisites. Once the student is enrolled, one of the student aides in the Student Services Center will walk the student

around the building, including showing them the classrooms on their schedule, the cafeteria, Media Center, etc.

### 3. Schoolwide Plan Development– Section 1114(2)(B) (i-iv)

- a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;

*Response:*

Newton High School had a Title I School-wide Plan in effect during the 2022– 2023 school year. All parents were invited to participate in the revision of the SWP. All parents were invited using flyers, school messenger phone calls and emails, school Facebook and Twitter pages to attend the annual Parent Revision Meeting. Parents were also notified and encouraged to complete a school improvement survey. Faculty and staff were also asked to provide input for the revision of the SWP. In May, a team of administrators, teachers, and parents met to finalize the SWP for the upcoming 2023 - 2024 school year.

- b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school

*Response:*

Members of the School Leadership Team, administrators, faculty, staff and parents are involved with the planning, creation, review, analysis, and implementation of the SWP.

Our annual process for involving others in updating the SWP includes Inviting all stakeholder groups to provide input and make suggestions regarding how the Title I School-wide Program is implemented, what programs are implemented, how parents can be more involved in the educational process, and how Title I funds can be spent.

- c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

*Response:* We will monitor our Title I Plan regularly by reviewing data too and adjusting prioritize our needs with input from all stakeholders. The Title I Plan will be posted on our school’s website to give all stakeholders the opportunity to review and give input. Copies of the Title I plan will be made available at the request of any stakeholder. All stakeholders will be invited to our annual Title I input meeting where they may give feedback on the Title I Plan.

- d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;

*Response:*

The Newton High School School-wide Improvement Plan is posted on our school webpage and a hard copy is kept in the front office and the media center. Copies are also available at the school system's central office. The plan is shared with parents at all Title I meetings.

- e. Is developed in coordination and integration with other Federal, State and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable

*Response:* We coordinate and integrate available resources and programs to include Title I, Part A, L4GA Literacy for Learning, Living, and Leading Program, Title III, Title IV, Title IX, food and nutrition programs, and other local and state programs to create comprehensive supports aimed to promote school improvement while increasing student achievement.

#### 4. ESSA Requirements to Include in the Schoolwide Plan- Section 1116 (b)(1)

- a. Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

All students participating in the Title I, Part A program, and their families will be encouraged and invited to fully participate in all parent and family engagement opportunities. **Newton High School** will provide full opportunity for the participation of parents and family members by...

##### **Linked to Learning Meetings**

- We will aid parents regarding understanding the state standards, state and local assessments, provide materials and training to help parents work with their children to improve their achievement (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement using primary and secondary methods.

##### **Annual Title I Parent Orientation**

- Invite all parents in multiple ways to our annual parent orientation meeting, at a convenient time, to inform parents about the school's Title I program, the nature of the Title I program, the parents' requirements and the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

**Accessibility**

- We will share information related to school and parent programs, meetings, and other activities to the parents of participating children (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) in a format and, to the extent practicable, in a language the parents can understand.

**Annual Parent Input Meeting**

- Jointly developing with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by conducting an annual parent input meeting and by providing feedback forms on our school's website, in our front office or parent resource room.

**Coordinating Programs**

- Coordinating and integrating parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducting other activities, such as parent resource centers, that encourage and support parents to fully participating in the education of their children

**Flexible Meeting Times**

- We will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, childcare, or home visits.

**Other Reasonable Support**

- Providing such other reasonable support for parental involvement activities, as parents may request.

b. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—

- i. through coordination with institutions of higher education, employers, and other local partners; and

**Response:**

- High school counselors, students, and teachers visit middle schools to describe the various programs Newton High School offers prior to middle school students prior to registering for classes.
- Hold a meeting for rising 8<sup>th</sup> graders and their parents in May to discuss curriculum requirements and school-based policies and expectations.
- Summer Bridge program is held in July of each school year for 9<sup>th</sup> graders to further acclimate students in the transition to high school.
- Classroom visits by the Positive Behavior Implementation Strategies Coach and Administrators at the beginning of the school year to teach students the behavior expectations of Newton High School.
- Open House



- High School Transition elective class for approximately 170 targeted ninth graders to provide support to decrease the number of students at risk of not graduating in four years at the end of ninth grade. The course is designed to teach study skills, note taking skills and testing strategies. Positive behavior (PBIS) and anti-bullying will also be included in the course.

- ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills; Sec. 1112(b)(10)

*Response:*

NHS students transitioning from middle grades participate in a transition program that involves the following:

In the spring, NHS counselors provide a detailed high school orientation for all rising 9<sup>th</sup> grade students (counselors provide a large group meeting for students at feeder middle schools). Additionally, a rising 9<sup>th</sup> grade parent night is coordinated at NHS in which parents participate in simulated model of a 9<sup>th</sup> grade schedule (parents meet 9<sup>th</sup> teachers rotating on a schedule just as their child will). A presentation of the policy and procedures at NHS is also presented to parents. Lastly, various clubs, band etc. are present to provide information to our rising 9<sup>th</sup> grade students.

In the summer (July), prior to 9<sup>th</sup> grade students entering, NCSS sponsors a program called Summer Bridge for all rising 9<sup>th</sup> grade students. NHS students are provided with a schedule (just as they will have in the fall) and rotate to their classes. There is also a large group setting in which discipline, dress code etc. is discussed. There is also a Q & A period to address any concerns the students may have. The day is concluded with a team building exercise.

NHS student transitioning from high school to post-secondary education:

12<sup>th</sup> grade students are assigned a counselor by last name. Seniors meet with their counselor throughout the course of the year regarding various topics such as testing (ACT/SAT, scholarship information, GPA, college admissions process, and letters of recommendation). The counselor conducts a senior conference with each individual student during which time the following is discussed: credits, graduation requirements, and post- secondary/career options as well as assist in college search, applications, and scholarship information. The NHS college advisor hosts various college tours and college recruitment visits throughout the school year. In addition, counselors conduct a senior parent meeting in which credits for graduation, testing, scholarship, career, as well as post-secondary options are addressed. Further, students with the assistance of their counselor or college advisor, complete a “Next Step” activity in which they explore 4-year and 2-yr institution options as well as apprenticeships, military and or workforce opportunities. Moreover, NCSS has placed College and Career Specialists at each high school. The CCS meets with students to assist in their college search, applying to colleges, scholarship and FAFSA completion as well as conduct seminars relating to the mentioned topics.

Students transitioning from a private school to NHS:



Students who transfer to Newton High School from a private school or enter NHS throughout the school year will meet with the appropriate grade level counselor to determine the correct class schedule. During this initial conference, the counselor will also provide the parent and student with graduation requirement information as well as answer any questions about earned credits, testing requirements, and prerequisites. Once the student is enrolled, one of the student aides in the Student Services Center will walk the student around the building, including showing them the classrooms on their schedule, the cafeteria, Media Center, etc.

Newton High School also utilizes a College and Career Readiness Teacher Leader who assumes a responsibility of preparing and disseminating relevant resources for students and parents

## 5. Evaluation of the Schoolwide Plan—34 CFR § 200.26

- a) Address the regular monitoring and implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement.
- b) Determining whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.
- c) Describe how the Schoolwide plan will be revised, as necessary, based on regular monitoring to ensure continuous improvement of students in the schoolwide program.

*Response:* We plan to evaluate our plan yearly using data from the State's assessments, other student performance data, including perception data to determine if the schoolwide program has been effective in addressing the areas of need. We will use the Title I Program Evaluation and Logic Model evaluations to determine if the identified strategies/interventions/activities were effective in addressing the major problem areas and root causes as identified in our Comprehensive Needs Assessment. We will revise our plan during the Annual Summer Planning meeting and as new data becomes available revealing a need to implement new strategies and interventions to ensure continuous improvement.

*Response:* We are using evidence-based or other effective strategies to improve student achievement using logic models.

**See Appendix for Software Logic Model**

**See Appendix for Instructional Coach Logic Model**

**See Appendix for Title I Tutoring Program Logic Model**

**See Appendix for Professional Learning**

**See Appendix for Behavior Logic Model**

**See Appendix for Building Parent Capacity Logic Model**

**See Appendix for Building Staff Capacity Logic Model**

SOFTWARE: HERO SYSTEM	
MODEL	RESPONSES
<b>Goal:</b>	Decrease the number of tardy referrals and the number of suspension days by 3% as measured by the Infinite Campus behavior report and or HERO system report by grade level.
<b>Describe Intervention/Strategy/Practice that this software will be used as a resource:</b>	Continued use of the HERO system for tardies, referrals, and PBIS.
<b>Current Research Available that demonstrated rationale that suggests it may work:</b> <a href="https://www.evidenceforessa.org/">https://www.evidenceforessa.org/</a> <a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a> <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a>	
<b>Response:</b> <i>Holcomb, S. (2016, February 16). How One Middle School Cut Discipline Referrals By 98 Percent in Just One Year. Retrieved January 25, 2018, from <a href="http://neatoday.org/2016/02/17/middle-school-discipline-referrals">http://neatoday.org/2016/02/17/middle-school-discipline-referrals</a></i>  <i>Alvarez, N. (2015, December 15). How One School Reduced Their Suspensions by 80% with RTI, PBIS, and HERO. Retrieved January 26, 2018, from <a href="https://herok12.com/blog/customer-story-crystal-lake-middle-school">https://herok12.com/blog/customer-story-crystal-lake-middle-school</a></i>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<b>9-12 Grade Students</b>
<b>Person Responsible:</b>	<b>Administrators, Leadership Team (Instructional Coaches/Department Chairs), PBIS Team, and Teachers</b>
<b>Implementation Plan of Action:</b>	
<b>Response:</b> <ol style="list-style-type: none"> <li>1. The HERO System will be used in the morning and during classroom transition times.</li> <li>2. In the event that a student is tardy, the HERO system allows the administration and clerks to expedite tardies so that students miss less class time.</li> <li>3. A report is generated at the end of each day and shared with grade-level administrators to provide consequences or address tardies.</li> </ol>	

4. A final report will be generated at the end of the school year to assess if tardies have decreased or increased.	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured from progress monitoring, Infinite Campus attendance data, and PBIS intervention measurement assessment summaries.
<b>What are the outcomes or milestones that will evaluate success?</b>	<b>End of Year:</b> The end of the year growth will be 3% measured by Infinite Campus attendance reports by grade level, Teacher progress monitoring reports, and PBIS assessment data summaries.
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> November 2023 <b>Mid-Year:</b> January 2024 <b>End of the Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 23, 2024</b>

TITLE I INSTRUCTIONAL COACH	
MODEL	RESPONSES
<b>Goal:</b>	Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) on the EOC courses.
<b>Intervention/Strategy/Practice:</b>	Instructional Coach
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<b>Response:</b> Instructional Coaching By: Lucy Steiner, Julie Kowal <a href="http://www.readingrockets.org/article/instructional-coaching">http://www.readingrockets.org/article/instructional-coaching</a> Three Steps to Great Coaching <a href="http://cabooseit.s3.amazonaws.com/makes_sense_strategies/3-steps-to-great-coaching.pdf">http://cabooseit.s3.amazonaws.com/makes_sense_strategies/3-steps-to-great-coaching.pdf</a> Marzano, R. J., Pickering, D., & Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	Classroom teachers, 9-12 students
<b>Person Responsible:</b>	Instructional Coaches, Admin
<b>Implementation Plan of Action:</b>	
<b>Response:</b> <ul style="list-style-type: none"> <li>• Instructional Coach meets once weekly to lead grade-level PLCs, focusing on topics including instructional strategies, instructional planning, and data analysis.</li> <li>• Instructional Coach complete walk-throughs to assess instructional needs.</li> <li>• Instructional Coaches also work with teachers on an individual basis to provide support. They provide individual professional learning and instructional modeling as needed.</li> <li>• Instructional Coaches will conduct professional learning for all teachers and targeted teacher groups on classroom management, student engagement, direct vocabulary instruction, and other instructional strategies.</li> </ul>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured through EOC test data to determine if students achieved content area mastery. Schools theorize that student achievement will increase because of this intervention.
<b>What are the outcomes or milestones that will evaluate success?</b>	Success will be determined by meeting the target goal of decreasing the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4)
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> September 2023 <b>Mid-Year:</b> January 2024 <b>End of Year:</b> May 2024

<b>Evidence-Based Evaluation</b>	<b>Due May 23, 2024</b>
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TITLE I TUTORING PROGRAM	
MODEL	RESPONSES
<b>Goal:</b>	Increase student achievement on the EOC by 3% by the end of the 2023 - 2024 school year as measured by the pre and post assessment in each course.
<b>Intervention/Strategy/Practice:</b>	NHS will offer tutoring to address issues of problem solving and critical thinking in areas of math concerns. Teachers will assist students with current and foundational struggles in math areas (American Literature, Biology, US History, and Algebra I).
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<p>The Effectiveness of Afterschool Tutoring Programs on Student Achievement.  <a href="https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/45666/IsikEffAftTut.pdf?s">https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/45666/IsikEffAftTut.pdf?s</a></p> <p>The Effects of an After-School Tutoring Program on the Academic Performance of At-Risk Students  <a href="http://journals.sagepub.com/doi/10.1177/074193250102200305">http://journals.sagepub.com/doi/10.1177/074193250102200305</a></p>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	Struggling mathematical learners (9-12)
<b>Person Responsible:</b>	Teachers in Math, Science, ELA and Social Studies
<b>Implementation Plan of Action:</b>	
NHS will offer a weekly tutoring session where students are recommended by their teachers. Students will receive help with foundational skills that they may be lacking and will receive additional help with hard-to-understand concepts and ideas as the year progresses. Students will learn not only how to solve the problems given but critical thinking skills and strategies that will help them beyond tutoring. Teachers will address issues in Math (Algebra I), Science (Biology), ELA (American Literature), and Social Studies (US History).	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured from comparing the growth between pre and post assessments. Schools theorize that student achievement will increase because of this intervention.
<b>What are the outcomes or milestones that will evaluate success?</b>	The end of the year growth will be measured in the spring to show that student achievement increased by 3%.
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> September 2023 <b>Mid-Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 23, 2024</b>

PROFESSIONAL LEARNING	
MODEL	RESPONSES
<b>Goal:</b>	Increase student achievement on the EOC by 3% by the end of the 2023 - 2024 school year as measured by the pre and post assessment in each course.
<b>Intervention/Strategy/Practice :</b>	Professional Learning
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<p>Marzano, R. J., Pickering, D., &amp; Pollock, J. E. (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Five Phases of Professional Development: North Central Regional Educational Laboratory  <a href="http://www.readingrockets.org/article/five-phases-professional-development">http://www.readingrockets.org/article/five-phases-professional-development</a></p>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	Administration and certified teachers
<b>Person Responsible:</b>	Instructional Coaches, Administration
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Gather information through walkthroughs, observations, classroom data, and surveys to determine professional learning needs</li> <li>2. Determine which staff will benefit from the professional learning session</li> <li>3. Identify objectives and measurable evidence for building teacher capacity and student achievement.</li> <li>4. Specify additional learning opportunities and follow-up sessions to support implementation; plan for differentiated opportunities when necessary</li> <li>5. Identify and allocate resources to properly support professional learning</li> <li>6. Determine how professional learning will be evaluated</li> </ol>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	Success will be measured through report card grades to determine if students achieved content area mastery. Schools theorize that student achievement will increase because of this intervention.
<b>What are the outcomes or milestones that will evaluate success?</b>	The end of the year outcome will be measured by report card grade summaries in the spring showing that 70% of students progressed, met, or exceeded the grade level standards in the content area or achieved a minimum score of 70 in the content area.
<b>Progress Monitoring Dates:</b>	<b>Beginning of the Year:</b> October 2023 <b>Mid-Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 23, 2024</b>

TITLE I PARENT ENGAGEMENT PROGRAM	
MODEL	RESPONSES
<b>Goal:</b>	<p>To have at least 33% of parents participate in primary building parent capacity activities as measured by parent meeting attendance by the end of the 2023-2024 school year.</p> <p>Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in American Literature and Algebra 1.</p>
<b>Intervention/Strategy/Practice:</b>	Building Parent Capacity
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<p>Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region  <a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf</a></p> <p>Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships  <a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a></p>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	<p>Strong Evidence <input type="checkbox"/></p> <p>Moderate Evidence <input type="checkbox"/></p> <p>Minimal Evidence <input type="checkbox"/></p> <p>No ESSA Rating Exist: <input checked="" type="checkbox"/></p>
<b>Intervention Population:</b>	<input type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12
<b>Person Responsible:</b>	<b>Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers</b>
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Convene an annual parent orientation that informs parents about the Title I Program, the parents’ requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.</li> <li>2. Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school by implementing</li> <li>3. purposely designed parent and family engagement opportunities that impact student achievement, providing interpreters for parents of EL students, and offering flexible meeting times.</li> <li>4. Review grade-level content area data and determine the skills/focus areas to strengthen school-improvement goals. Use the parent and family engagement planning forms to develop workshops that share strategies and activities linked to the skills/focus areas in the</li> </ol>	



efforts to build the capacity of the parents to complete the strategies/activities with their child effectively.

5. Provide continuous communication to parents via / flyers / handouts / weekly folders/ brochures/emails / text messages / social media posts / website / parent portal **or** newsletter that shares links to video / tip sheets / that promotes effective school-parent partnerships in a format and language that parents can understand.
6. Provide full opportunity for the participation of parents with limited English, parents with disabilities, and parents of migratory children.
7. Host schoolwide parent-teacher conference days to share student progress at school, share academic and/or behavioral strategies and activities to propel students towards academic success.
8. Inform and invite parents to our Parent Resource Room that provides parents and families with a variety of materials (books, tip sheets, manipulatives, strategy cards, etc.) and resources to help support specific academic needs.
9. Convene an annual parent input meeting to gather feedback on the Title I Program, school and LEA parent and family engagement policies, the schoolwide plan, and the school-parent compact, building staff capacity, 1% parent budget, and the CLIP.

<p><b>How will success be measured? What is the school's theory of change for this intervention?</b></p>	<p>We will use the feedback gathered from parent meeting evaluations, stakeholder meetings, and the parent surveys to evaluate the effectiveness of our Parent and Family Engagement Program.</p> <p>We theorize that parents will become supporters, encouragers, monitors, advocates, decision makers, and collaborators in the efforts to increase student achievement.</p>
<p><b>What are the outcomes or milestones that will evaluate success?</b></p>	<p>Higher grades and test scores, high school attendance, greater likelihood of graduating from high school, better chance of postsecondary enrollment, fewer discipline issues,</p>
<p><b>Evidence-Based Evaluation</b></p>	<p><b>May 23, 2024</b></p>

TITLE I PARENT ENGAGEMENT PROGRAM			
MODEL		RESPONSES	
<b>SMART Goal:</b>		To provide four or more opportunities to build staff capacity to work with parents as equal partners by the end of the 2023 - 2024 school year.	
<b>Intervention/Strategy/Practice:</b>		<b>Building Staff Capacity</b>	
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>			
Parent involvement strategies in urban middle and high schools in the Northeast and Islands Region <a href="https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf">https://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009069.pdf</a>  Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships <a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a>			
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>		Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>	
<b>Intervention Population:</b>		<input type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12	
<b>Person Responsible:</b>		<b>Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers</b>	
<b>Implementation Plan of Action:</b>			
<b>Primary Method</b> In-Person Faculty Meeting	1 <sup>st</sup> Nine Weeks	Due by August 31 of each school year	Powerful Partnerships: Staff Parent and Family Engagement Orientation
<b>*Secondary Method</b> Handouts, Tip Sheets, Videos	2 <sup>nd</sup> Nine Weeks	Due by the end of the 2 <sup>nd</sup> nine weeks (December 22, 2023)	Optional tools to address topics identified with the assistance of parents.
<b>Primary Method</b> In-Person Faculty Meeting	3 <sup>rd</sup> Nine Weeks	Due by January 31st of each school year	Powerful Partnerships: Building Powerful Partnerships: School Parent Compacts
<b>*Secondary Method</b> Handouts, Tip Sheets, Videos	4 <sup>th</sup> Nine Weeks	Due by the end of the 4 <sup>th</sup> nine weeks	Optional tools to address topics identified with the assistance of parents.

		weeks (May 23, 2024)	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	<p>We will measure the success by having each participating complete an evaluation form after the building staff capacity professional learning sessions. We will also collect feedback after each secondary method on how we can use the strategies shared to enhance our parent and family engagement program.</p> <p>We theorize that our faculty and staff will provide high-quality customer service, honor and recognize families' funds of knowledge, connect family engagement to student learning, and create a welcoming and an inviting school culture.</p>		
<b>What are the outcomes or milestones that will evaluate success?</b>	<p>Parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement.</p> <p>The students' education becomes a shared responsibility.</p>		
<b>Evidence-Based Evaluation</b>	<b>May 23, 2024</b>		

TITLE I PARENT ENGAGEMENT PROGRAM	
MODEL	RESPONSES
<b>SMART Goal:</b>	To have at least 33% of parents that offer input on our Title I Parent and Family Engagement Program as measured by the 2023 - 2024 Parent and Family Engagement Survey.
<b>Intervention/Strategy/Practice:</b>	Parent Survey
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships <a href="https://www2.ed.gov/documents/family-community/partners-education.pdf">https://www2.ed.gov/documents/family-community/partners-education.pdf</a>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<input type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12
<b>Person Responsible:</b>	<b>Principal, Instructional Coach, Title I Parent Contact, Classroom Teachers</b>
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>Offer ongoing opportunities to build the capacity of parents and staff to work together as equal partners by focusing on the following areas:               <ul style="list-style-type: none"> <li>Communication</li> <li>Building Parent Capacity Parent Involvement Workshops/Conferences/Activities</li> <li>Flexible Meeting Times</li> <li>Title I Parent Involvement Funds</li> <li>Building Staff Capacity</li> </ul> </li> <li>The Parent and Family Engagement Survey is designed to be a tool that produces family and staff capacity outcomes for Effective Family-School Partnerships that support student achievement and school improvement.</li> </ol>	
<b>How will success be measured? What is the school's theory of change for this intervention?</b>	
<p>We will measure the success of these sessions by at least 33% of our parents and family complete survey and the end of the 2023 - 2024 school year.</p> <p>We theorize that parents and the school will be able to work with each other as equal partners in the efforts to increase student achievement. The students' education becomes a shared responsibility.</p>	
<b>What are the outcomes or milestones that will evaluate success?</b>	

<p>Family and Staff Capacity Outcomes</p> <p><b>School and Program Staff Who Can:</b></p> <ul style="list-style-type: none"> <li>• Honor and recognize families' funds of knowledge,</li> <li>• Connect family engagement to student learning,</li> <li>• Create a welcoming and an inviting school culture.</li> </ul> <p><b>Families who can negotiate multiple roles</b></p> <ul style="list-style-type: none"> <li>• Supporters</li> <li>• Encouragers</li> <li>• Monitors</li> <li>• Advocates</li> <li>• Decision Makers</li> <li>• Collaborators</li> </ul>	
<b>2021-2022 Student Enrollment</b>	<b>2473</b>
<b>2021-2022 # of Parents who took the survey</b>	<b>234</b>
<b>2022-2023 Student Enrollment</b>	<b>2309</b>
<b>2022-2023 # of Parents who took the survey</b>	<b>60</b>
<b>2023-2024 Student Enrollment</b>	
<b>2023-2024 # of Parents who took the survey</b>	

Instructional Supports, Books and Supplies	
MODEL	RESPONSES
<b>Goal:</b>	Decrease the number of Beginning learners (Level 1) by at least 3% and increase all Developing, Proficient, and Distinguished learners (Levels 2-4) in American Literature and Algebra 1.
<b>Intervention/Strategy/Practice:</b>	Incorporating technology and a variety of informational and literary texts into teaching and learning practices.
<b>Current Research Available that demonstrated rationale that suggests it may work:</b>	
<p>Why Do We Need Technology Integration? The myriad benefits of integrating technology into the classroom. <a href="https://www.edutopia.org/technology-integration-guide-importance">https://www.edutopia.org/technology-integration-guide-importance</a></p> <p>Technology use in instruction and teacher perceptions of school support for technology use in Iowa high schools <a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4599</a></p> <p>Improving Adolescent Literacy: Effective Classroom and Intervention Practices Improving Adolescent Literacy: Effective Classroom and Intervention Practices <a href="https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf">https://ies.ed.gov/ncee/wwc/docs/practiceguide/adlit_pg_082608.pdf</a></p> <p>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade <a href="https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf</a></p> <p><a href="https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats">How to Get the Benefits of Interactive Notebooks in Digital Formats</a>  <a href="https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats">https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats</a></p>	
<b>Is there an ESSA Rating in place for this software? If so, what is it?</b>	Strong Evidence <input type="checkbox"/> Moderate Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> No ESSA Rating Exist: <input checked="" type="checkbox"/>
<b>Intervention Population:</b>	<input type="checkbox"/> K-5 <input type="checkbox"/> 6-8 <input checked="" type="checkbox"/> 9-12
<b>Person Responsible:</b>	Classroom Teacher, Paraprofessional, Administration, Instructional Coach
<b>Implementation Plan of Action:</b>	
<ol style="list-style-type: none"> <li>1. Collect baseline data of student learning using the first nine weeks report card data.</li> <li>2. Establish benchmarks for the year (2<sup>nd</sup> and 3<sup>rd</sup> nine weeks report card data).</li> <li>3. Incorporate the use of technology, texts (informational and literary), and interactive notebooks into teaching and learning practices through various instructional practices to include:               <ol style="list-style-type: none"> <li>a. Whole Class Instruction - Whole class instruction brings teachers, techniques, students, and a shared learning goal together via direct, explicit instruction</li> <li>b. Small Group Instruction - Small group instruction usually follows whole group instruction to reinforce or re teach specific skills and concepts and provides a reduced student-teacher ratio.</li> </ol> </li> </ol>	

<ul style="list-style-type: none"> <li>c. Flexible Grouping - Flexible Grouping ensures that students are receiving instruction that is tailored to their individual needs. The groups change according to the results of informal/formal assessments. This model of instruction emphasizes intervention rather than remediation</li> <li>d. Extended Learning – Extended learning refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps.</li> </ul> <ol style="list-style-type: none"> <li>4. Progress monitor to analyze student learning and to assess effectiveness of the learning tools.</li> <li>5. Adjust teaching and learning practices.</li> <li>6. Progress monitor to analyze student learning and to assess effectiveness of the learning tools after adjustments</li> <li>7. Complete a final assessment of student learning utilizing 4<sup>th</sup> nine weeks report card data.</li> <li>8. Communicate progress with parents, administrators, and other related staff.</li> </ol>	
<b>How will success be measured?</b> <b>What is the school's theory of change for this intervention?</b>	Success will be measured through report card grades to determine if students achieved content area mastery. The team theorizes that providing hands on tools that support all modalities of learning will help to increase student achievement.
<b>What are the outcomes or milestones that will evaluate success?</b>	Success will be evaluated based on the meeting of the intervention/strategy goal.
<b>Progress Monitoring Dates:</b>	<b>Beginning of Year:</b> October 2023 <b>Mid-Year:</b> January 2024 <b>End of Year:</b> May 2024
<b>Evidence-Based Evaluation</b>	<b>Due May 23, 2024</b>