

New Beginnings Education Center



2016-17 Schoolwide Improvement Plan

New Beginnings Education Center

2599 WEST VINE ST, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	87%

School Grades History

Year	2017-18
Grade	

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for New Beginnings Education Center

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of New Beginnings is to promote commendable conduct which leads to academic and personal success. The 4 A's are the building blocks used to create a firm foundation to support the students success. These are: Attendance, Achievement, Attitude and Accountability.

b. Provide the school's vision statement.

All students will be successful and return to his/her home zone school.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school reviews background information on all students who are recommended for enrollment at New Beginnings Education Center. During new student orientation, school staff take the opportunity to inquire concerns from students and parents to begin positive relationship between the school, students, and parents. Teachers create a welcoming classroom with an open door policy to encourage student interaction. Throughout the school year, school staff encourage the celebration of different cultural events integrated in lessons and curriculum. Cultural events and heritage celebrations are open to all students and staff.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

New Beginnings Education Center participates in the Positive Behavior Support (PBS) system. School leadership encourages all staff to participate to create positive behavior in the student population. NBEC teachers and staff continually participate in professional development to create positive relationships with students. Students are encouraged to participate in PBS by positive encouragement, positive acknowledgement, and NBEC believe bucks. Believe bucks may be used to purchase items from the NBEC PBS Store and participate in monthly events.

New Beginnings participates in bullying prevention. Students are taught and reminded the definition of bullying and are continually encouraged to speak to staff to report cases of bullying. NBEC encourages all students, staff, and parents to keep an open line of communication to allow everyone the opportunity to be heard. New Beginnings participates in several Cultural Sensitivity Presentations, Lets Get Together Nights, Parent Workshops, and Celebrations of Student Success throughout the school year.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

New Beginnings Education Center has an academic and behavioral system involving the four A's (attendance, accountability, attitude and achievement). The keystone of the NBEC mission statement revolves around student's understanding and demonstration of the four A's. During orientation students and parents sign the student code of conduct acknowledgment that states the academic and

personal behavior expectations.

All students enrolled and attending NBEC are expected to demonstrate behaviors that align with the 4-A's. Students are expected to: (Attendance) Attend class each and every day in each and every period, (Attitude) demonstrate a Positive Attitude toward self, peers, and staff, (Achievement) reach and exceed goals/expectations in and out of the classroom in both academics and personal interactions, and (Accountability) understand and acknowledge that he/she is responsible for his/her own personal choices and actions.

New Beginnings' teachers follow a classroom discipline protocol procedure to minimize distractions and out of classroom discipline incidents. During the school year, teachers and staff continue to participate in professional development and workshops to assist with school safety.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

New Beginnings meets the needs of all students, regardless of social-emotional needs through multi-cultural education, curriculum that spans age levels, ethnic and cultural backgrounds, and providing equal access to education regardless of social-economic history. Teachers in core subjects are dually certified with a subject area certification and Exceptional Student Education (ESE) certification. New Beginnings participates in PBS and creates a positive atmosphere to encourage all students to engage in positive behavior. The school has a school psychologist, social worker, on-site mental health therapist, and guidance counselor to support students and staff in meeting the needs of our students. Through our OASIS volunteers, we offer selected students additional assistance with mentor-ship and positive self-esteem building. New Beginnings teachers and staff monitor student's social and emotional needs to assist in student achievement and success.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

New Beginnings uses the Early Warning System (EWS) created by the School District of Osceola County (SDOC) to identify students who are demonstrating attributes that will hinder a student's success. New Beginnings' core system of success, the 4-A's, with the addition of the EWS indicators below are in place to identify students of concern.

- Attendance below 90 percent (regardless of whether absence is excused or unexcused)
- One or more suspensions (whether in school or out of school - with additional understanding of school board policy regarding placement at New Beginnings)
- Course failure in English Language Arts (ELA) or Mathematics
- Level 1 on statewide assessment (FSA ELA grades 03-10, FSA Mathematics grades 03-08, FSA Algebra 1, Geometry, & Algebra 2 EOC, NGSSS Science grades 05 & 08, NGSSS Civics, US History, & Biology EOC)
- Students exhibiting two or more indicators

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	1	3	3	4	10	19	32	30	22	15	5	144	
One or more suspensions	0	1	2	6	4	5	26	29	57	58	46	21	13	268	
Course failure in ELA or Math	0	0	0	3	1	2	7	8	15	27	24	16	4	107	
Level 1 on statewide assessment	0	0	0	6	3	5	21	30	49	40	43	24	13	234	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	1	7	3	4	23	30	52	57	47	28	10	262

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The 4-A's are the building blocks used at New Beginnings to create a firm foundation to support academic and personal success. The 4-A's are; Attendance, Achievement, Attitude, and Accountability. In addition to the 4-A's, New Beginnings uses several different interventions and strategies to assist students identified by the early warning system. New Beginnings encourages teachers, staff, students, and parents to participate in the following; Positive Behavior Support (PBS) system, Parent-Teacher Communication, Mentor-ships, Lunch Tutoring, Pull-ins & Pull-outs, Check-ins & Check-outs, Differentiated Instruction, and Staff to Student Discourse. Through several different strategies New Beginnings has the ability to assist students in improving his/her academic performance.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Lets Get Together, Open House, Parent Resource Room each semester are all examples of what parents expressed a need for.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory

Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: students, parents, and teachers. It is a pledge to uphold the school's vision, mission and specific educational responsibilities. It is discussed and signed by every student, parent and teacher.

New Beginnings continues to reach into the community to build and sustain relationships with individuals, families, and the business communities. New Beginnings has a Business Partner Liaison (BPL) that assists in creating the sustainable partnerships that assist in the success of our students. Through the assistance and generosity of our business partnerships the school has opportunities to offer incentives to acknowledge student success and achievement and to assist in developing students for college and/or career experiences. The BPL contacts the business partners on a regular basis to maintain those positive relationships.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Wehmeyer, Nina	Principal
Evans-O'Connor, Norma	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school leadership team is the following:

Nina Wehmeyer (Principal) - The principal manages the day to day operations of the school, leads the school staff on a common course that focuses on student achievement, and monitors the different committees within the school to reach a common goal.

Norma Evans-O'Connor (Asst. Principal) - The assistant principal assists the principal in managing school operations, leading the staff toward a common academic goal, and support teachers and staff.

Keith Anakotta (Testing Coordinator - MTSS Coach - Section 504 Designee) - The testing coordinator handles all testing materials and schedules for the school - The MTSS Coach coordinates the meetings to identify, monitor student progress, and/or forward students to the ESE department - The Section 504 Designee handles all the meetings in regards to students that request Section 504

accommodations.

Courtney Murray (Guidance Counselor) - The guidance counselor assists with student academic schedules, academic, personal, and emotional situations, and coordinating academic success for high school students to graduate.

Lisa Ross (Literacy Coach) - The literacy coach provides academic support and classroom strategies to all teachers, regardless of subject area, to assist with student literacy success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Once the student has been identified as in need of MTSS:

1. The informal notice of Screening/Notification of Intervention Assistance Team Involvement is sent to parents and a copy to Student Services
2. Vision and Hearing screenings are conducted after notice is given to parent.
3. Teachers complete a page one of the Intervention summary sheet.
4. All above is sent to parents, including the parent letter requesting the concurrent evaluation.
5. Consent for evaluation is provided.
6. The psychologist will have 60 days to complete the evaluation and report.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native

American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Beverley Barter	Teacher
Nina Wehmeyer	Principal
Edwin Rios	Education Support Employee
R. Dumas	Education Support Employee
Deputy Feliciano	Business/Community
Mary Middleton	Education Support Employee
Cathy Porter	Teacher
Suzanna Hernandez	Teacher
Janice Wiltshire	Education Support Employee
Courtney Murray	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Last year's school improvement plan was approved at the May meeting of the 2015-2016 school year.

b. Development of this school improvement plan

The SAC committee will review, make recommendations, and approval of the 2016-2017 School Improvement Plan (SIP) during the beginning of the school year. Final approval of the SIP will at the SAC September meeting.

c. Preparation of the school's annual budget and plan

The school principal prepares and reviews the school budget.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC funds were provided for the following:

Career/College Week Events - including the NBEC Annual College and Career Expo

Title One meetings - supply and snack expenses

Parent Resource Center

Professional Development of faculty and staff

Positive Behavior Support (PBS) system - student incentives and achievement acknowledgement events

Teacher sponsored cultural events and/or celebrations

Teacher sponsored events to acknowledge student and/or class achievement

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

No

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

New Beginnings has invited parents and business partners to SAC meetings by; posting invitations on the NBEC website, BPL invitation, and letters home with students.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Wehmeyer, Nina	Principal
Evans-O'Connor, Norma	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The New Beginnings Education Center Literacy Leadership Team is; Nina Wehmeyer, Principal - Norma Evans-O'Connor, Asst. Principal, and Lisa Ross, Literacy Coach. New Beginnings promotes student literacy success across curriculum through shared planning and strategies. The LLT encourages teachers to focus lesson plans through differentiated instruction, collaborative strategies, and planning across curriculum and grade levels. The NBEC literacy coach is assigned to assist with and promote student literacy success through professional development, lesson plan assistance, and model instruction. Teachers are required to include reading strategies in subject lesson plans that coordinate with Florida State Standards in English Language Arts (ELA) and his/her subject area (other than ELA). The LLT encourages students and staff to read, in and out of the school day.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

New Beginnings creates and maintains a positive working environment through collaborative planning, vertical alignment meetings, and faculty incentives. Each month teachers are required to attend meetings to discuss academic and behavior data. Teachers are to plan through both grade level and subject areas to improve student engagement and positive behaviors in the classroom. NBEC school

administration encourage teacher professional development and sharing of ideas throughout grade levels and subject areas.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

New Beginnings continually searches for highly qualified and effective teachers through staff recommendations, university and/or college relationships, student teacher staffing, and SDOC teacher employment resources. To encourage teacher development and retention NBEC provides;

- New Teacher Orientation through the SDOC New Teacher Program
- Mentor-ship program partnering new teachers with appropriate veteran teachers
- Providing professional development opportunities through Department Meetings, Professional Learning Communities (PLC), Vertical Alignment Collaboration, SDOC PD Workshops, Deconstructing Assessment Data Workshops, etc.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New Beginnings mentors both new teachers in education and new teachers to the school. The new teacher mentoring program pairs veteran teachers to the new teacher based on subject area and/or grade level. The mentor-ship program is designed to assist new teachers in the layout of school, understanding of the core success model (the 4-A's), the discipline timeline, modeling of strategies to assist with student engagement, following curriculum guides and timelines, and support, as needed.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

New Beginnings provides students with textbooks, online resources, and instructional programs that are aligned with Florida State Standards (ELA and Math) and NGSSS (Science, Social Studies, and Electives). School administration encourages the use of online resources (i.e. Office365, Khan Academy, etc.) in the engagement of students towards the Florida teaching standards. School administration conducts in-class observations, lesson plan monitoring, monitoring teacher adherence to instructional timeline, and assessment data review to ensure core instruction and material alignment.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

New Beginnings uses Data Digging Days in the beginning of the year to assist and identify students in EWS. Students identified through review are highlighted to corresponding staff to drive curriculum planning, differentiated instruction, and classroom management decisions.

During the school year, student assessment data is reviewed by the testing coordinator, school administration, and individual teachers to drive instruction in the classroom. Students that are not reaching proficiency are identified and provided support for remediation.

Each teacher has the ability to differentiate instruction based on the classroom data. Some classrooms use cooperative learning, center based instruction, individualized and/or group instruction based on classroom and assessment data. Additional accommodations and support are offered when students who are identified not reaching proficiency have Individualized Education Plans (IEP), receive English Language Learners (ELL) support, and/or Section 504 accommodations.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

New Beginnings does not offer before and/or after school programs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wehmeyer, Nina, nina.wehmeyer@osceolaschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

New Beginnings encourages communication with students and parents on an ongoing basis, from new student orientation through the end of his/her time limit. School staff are encouraged to read the roster of students CUM folders to have a understanding on previous academic and behavior history. At the beginning and end of each school year teachers are required to assess students to understand student comprehension in a subject area.

New Beginnings invites students and parents to the beginning of the year Open House and subsequent Open Houses to continue positive communication.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

New Beginnings provides the following to students for college and career awareness:

- College Readiness and Career Development Class
- College Awareness Week
- NBEC Annual College and Career Expo
- SAT/ACT Assessment Information

In addition, New Beginnings uses our Business Partner Liaison (BPL) to create and maintain

relationships between the school and business. Through out the school year the BPL schedules business partner meetings, workshops, and/or demonstrations to inform and encourage students about opportunities after graduation.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

New Beginnings offers College and Career Readiness course to all high school students. Students are encouraged to

in the High School Curriculum. Personal and Social Development is given to all secondary school students for a full academic year. For the 2015-2016 school year, NBEC has added the Personal, Social, and Career Development course to assist in the mission of the 4-A's. Provide and encourage students to look at either a career within the workforce or post secondary education.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

New Beginnings emphasizes the importance of continued education, either through Post-Secondary Education or entering the work force. In addition to NBEC High School teachers integrating post-secondary information in his/her subject area, NBEC offers the College and Career Readiness course in the high school curriculum. All high school teachers expose students to career options in the subject area and encourage students to seek additional information in colleges and/or careers outside of the school building.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

New Beginnings will continue to encourage our student population with College and/or Career options. NBEC has teachers and staff remind students of the importance of academic success and motivation into Post-Secondary education. New Beginnings will provide the annual College and Career Expo, invite local business partners to conduct a workshop or discussion on what is important in the workforce. School leadership will continue to emphasize the importance of literacy and a high school diploma.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will implement effective, rigorous instruction aligned to the state standards to increase student achievement.
- G2.** New Beginnings Education Center will provide a safe and structured environment that focuses on student success and building positive relationships
- G3.** New Beginnings Education Center will provide College and Career information to increase student success in post-secondary education choices.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All teachers will implement effective, rigorous instruction aligned to the state standards to increase student achievement. 1a

G085346

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	20.0
Algebra I EOC Pass Rate	25.0
Bio I EOC Pass	50.0
U.S. History EOC Pass	50.0

Targeted Barriers to Achieving the Goal 3

- Students not engaged in the classroom
- Teachers need more assistance with deconstructing state standards correlating with assessments
- Complexity level of instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- School District of Osceola County Resource Teachers Professional Learning Communities (PLC) - Collaboration, Planning Data - Formative, Normative, and/or Summative Assessment New Beginnings - Learning Resource Specialists (LRS) Subject area technology and online resources Professional Development opportunities encourages by school leadership - in house and SDOC

Plan to Monitor Progress Toward G1. 8

School administration will collect, monitor, and review lesson plans to ensure increasing levels of rigor and alignment towards state standards to increase student achievement.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will conduct and record a monthly meeting to review current lesson plans and the expectation on meeting the school's goal of increasing rigorous instruction aligned with state standards to increase student achievement.

G2. New Beginnings Education Center will provide a safe and structured environment that focuses on student success and building positive relationships **1a**

 G085347

Targets Supported **1b**

Indicator	Annual Target
Attendance rate	90.0
2+ Behavior Referrals	100.0
Discipline incidents	1000.0

Targeted Barriers to Achieving the Goal **3**

- Student attendance is not consistent
- Student misbehavior in the classroom
- Students who are consistently disrespectful towards peers, teachers, and/or staff

Resources Available to Help Reduce or Eliminate the Barriers **2**

- New Beginnings school-wide PBS system - incentives to increase student attendance and positive behavior
- New Beginnings staff - monitor school-wide and individual student attendance
- New Beginnings school psychologist, social worker, on-site therapist, and guidance counselor
- OASIS volunteers providing support and mentoring
- New Beginnings school-wide events/celebrations - students are able to participate by demonstrating the 4-A's and use of PBS believe bucks

Plan to Monitor Progress Toward G2. **8**

School administration will collect, review, and distribute school wide data on the progress toward meeting the school's goal.

Person Responsible

Nina Wehmeyer

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will collect attendance reports, student classroom grades, individual student incident referrals, and discipline reports.

G3. New Beginnings Education Center will provide College and Career information to increase student success in post-secondary education choices. 1a

G085348

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	75.0
Postsecondary Enrollments	25.0

Targeted Barriers to Achieving the Goal 3

- High School students who are not on track for graduation
- Students do not know what post-secondary options are available

Resources Available to Help Reduce or Eliminate the Barriers 2

- New Beginnings Education Center (NBEC) - Teachers and Staff
- Ms. Cathy Porter - NBEC Business Partner Liaison (BPL) Ms. Courtney Murray - NBEC Guidance Counselor
- NBEC - Business Partners
- NBEC - Parents and/or Families of Student(s)

Plan to Monitor Progress Toward G3. 8

New Beginnings will maintain records and documentation of all business partners interactions.

Person Responsible

Nina Wehmeyer

Schedule

Semiannually, from 8/31/2016 to 5/31/2017

Evidence of Completion

NBEC will collect all BPL documentation of business partner interactions.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. All teachers will implement effective, rigorous instruction aligned to the state standards to increase student achievement. 1

 G085346

G1.B1 Students not engaged in the classroom 2

 B226939

G1.B1.S1 Differentiated instruction, use of centers, and PBS in the classroom 4

 S239421

Strategy Rationale

To increase student engagement through unique delivery styles

Action Step 1 5

New Beginnings teachers will create lessons to engage students in the classroom. Teachers will use differentiated instruction methods and centers to increase engagement and student achievement.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Lesson Plans Walk Through Observations Student Incident Referrals

Action Step 2 5

New Beginnings teachers and staff will use Positive Behavioral Interventions and Support (PBIS) strategies to encourage positive student participation.

Person Responsible

Norma Evans-O'Connor

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Walk Through Observations Student Incident Referrals

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School administration will review lesson plans for differentiated instructions and use of centers.

Person Responsible

Nina Wehmeyer

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Lesson plans will be collected and used for feedback on future lesson plans.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

School administration will review student incident referrals in and out of the classroom.

Person Responsible

Norma Evans-O'Connor

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will review student incident referral reports. School administration will inquire students about school-wide PBS usage.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School administration will collect, review, and monitor lesson plans for differentiated instruction and use of centers to increase student engagement.

Person Responsible

Nina Wehmeyer

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Collected lesson plans, student grade and assessment data, and student incident referrals.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

School administration will inquire and monitor Positive Behavioral Interventions and Support (PBIS) usage through student and staff participation.

Person Responsible

Norma Evans-O'Connor

Schedule

Monthly, from 8/3/2016 to 8/3/2016

Evidence of Completion

Student participation in events using believe bucks, teacher participation by distribution of believe bucks, and student incident referrals.

G1.B2 Teachers need more assistance with deconstructing state standards correlating with assessments

2

 B226940

G1.B2.S1 Teachers will receive subject specific professional development in deconstructing state standards to increase student achievement. 4

 S239422

Strategy Rationale

Professional development opportunities will assist teachers in understanding state standards to increase the level of rigor in future lesson plans.

Action Step 1 5

New Beginnings will provide in house professional development and encourage SDOC professional development participation in all subject areas.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will monitor in house professional development and request teacher's SDOC professional development transcripts.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

School administration will monitor in house professional development.

Person Responsible

Norma Evans-O'Connor

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

In house professional development meeting, roll/sign-in sheets, and agendas.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

School administration will request teacher's SDOC professional development transcripts.

Person Responsible

Norma Evans-O'Connor

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Teacher SDOC professional development transcripts.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

School administration will monitor in house professional development, collect pd lesson plans, collect pd roll/sign-in sheets, and observe future lesson plans.

Person Responsible

Norma Evans-O'Connor

Schedule

Monthly, from 8/3/2016 to 5/3/2017

Evidence of Completion

In house professional development meeting notes, agendas, lesson plans, and roll/sign-in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

School administration will request teacher SDOC professional development transcripts.

Person Responsible

Norma Evans-O'Connor

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Teacher SDOC professional development transcripts highlighting subject area taught in classroom.

G1.B3 Complexity level of instruction 2

 B226941

G1.B3.S1 Increase teacher ability to develop more rigorous levels of instruction. 4

 S239423

Strategy Rationale

Teachers with increased student engagement and increasing levels of rigor in the classroom have increasing student achievement.

Action Step 1 5

Professional development to assist teachers in raising the level of rigor in the classroom

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

School administration will monitor teacher professional development in regards to increasing levels of rigor in the classroom.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

In house professional development roll/sign-in sheets, agendas, and/or SDOC professional development transcripts.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

School administration will review lesson plans for increasing levels of rigor.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will collect, review, and/or request revisions on lesson plans to demonstrate increasing levels of rigor.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

School administration will monitor professional development, lesson plans, and increasing levels of rigorous instruction in the classroom.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will collect, review, and/or require revision on teacher's professional development and lesson plans, respectively. School Administration will observe classroom instruction to assess increasing levels of rigor in the classroom.

G2. New Beginnings Education Center will provide a safe and structured environment that focuses on student success and building positive relationships **1**

 G085347

G2.B1 Student attendance is not consistent **2**

 B226942

G2.B1.S1 Students, parents, and families need to understand the importance of school attendance. **4**

 S239424

Strategy Rationale

Students must attend school in order to achieve success.

Action Step 1 **5**

Students, parents, and families must understand the attendance policy (NBEC Student Code of Conduct) before leaving new student orientation and/or beginning of the school year.

Person Responsible

Nina Wehmeyer

Schedule

Weekly, from 8/3/2016 to 5/31/2017

Evidence of Completion

New student orientation roster/sign-in sheet and signed acknowledgment of NBEC Student Code of Conduct.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

School administration will collect the signed acknowledgment page from the NBEC Student Code of Conduct

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will collect and file the signed acknowledgment page from the NBEC Student Code of Conduct.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

School administration will collect and file all signed acknowledgement pages from the NBEC Student Code of Conduct.

Person Responsible

Nina Wehmeyer

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Collected signed acknowledgment pages from NBEC Student Code of Conduct

G2.B2 Student misbehavior in the classroom 2

 B226943

G2.B2.S1 Teachers will increase the usage of PBS strategies to increase student engagement, positive behavior, and academic success. 4

 S239425

Strategy Rationale

Increasing the use of PBS strategies and student engagement decreases the levels of student misbehavior by having students engaged in class and demonstrating success.

Action Step 1 5

Teachers and staff will be trained to use the school-wide PBS system

Person Responsible

Nina Wehmeyer

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will collect initial roster/sign-in sheet to PBS professional development, monitor teacher participation based on usage of NBEC PBS believe bucks, and quarterly PBS school-wide meetings.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

School administration will monitor PBS participation of teachers and staff

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will monitor teachers and staff participation in PBS through usage of NBEC PBS believe bucks, student acknowledgments, and student participation in events/celebrations.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

School administration will monitor teacher and staff participation in school-wide PBS system through the use of NBEC PBS believe bucks, student acknowledgments, and student participation in events/celebrations.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will monitor teacher and staff participation through NBEC PBS believe bucks, student incident referrals, and student classroom grades.

G2.B3 Students who are consistently disrespectful towards peers, teachers, and/or staff **2**

 B226944

G2.B3.S1 New Beginnings will utilize teachers, staff, OASIS volunteers, and students to demonstrate respectful behavior to create and maintain a positive atmosphere. **4**

 S239426

Strategy Rationale

Students that are exposed to positive and respectful behavior will decrease negative and disrespectful behavior towards peers, teachers, and/or staff.

Action Step 1 **5**

Students will be exposed to positive and respectful behavior by teachers, staff, and selected students to increase positive behaviors

Person Responsible

Nina Wehmeyer

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will collect student incident referrals and/or statements in regards to individual student behavior

Action Step 2 **5**

Students will be assigned an OASIS volunteer to mentor him/her in increasing positive behavior

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School administration will use individual student incident referrals to create a student list and keep a log/sign-in sheet for mentors meetings

Action Step 3 5

School leadership will review student incident reports, referrals, and/or suspension to identify students that need additional support and/or services.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School leadership will collect and review student incident reports, referrals, teacher notes, and/or requests for services.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Students who are receiving additional behavior support and/or mentored will be discussed in a monthly meeting to determine individual student success.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School leadership will collect student data, classroom grades, student incident referral reports, and mentoring notes, if applicable.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

School leadership will review student data on those receiving additional support and/or services at the monthly meeting.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

School leadership will collect student incident referral reports, discipline data, classroom grades, and attendance.

G3. New Beginnings Education Center will provide College and Career information to increase student success in post-secondary education choices. 1

G085348

G3.B1 High School students who are not on track for graduation 2

B226945

G3.B1.S1 Review academic and behavior history to create a plan to assist student in graduating 4

S239427

Strategy Rationale

Teacher(s), staff, student(s), and parent(s) need to know what has happened to have the student at this point in time. There needs to be an understanding of what has and/or has not been completed in order to make a plan for his/her success.

Action Step 1 5

NBEC Teachers and/or Staff will conduct a review of academic and behavior history to create an action plan for student's graduation

Person Responsible

Courtney Murray

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Each student will have an academic/behavior review portfolio with action plan

Action Step 2 5

After creating an action plan for student graduation the teachers and/or staff will assist in implementing and monitoring student success

Person Responsible

Courtney Murray

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

Each student will provide evidence that he/she is achieving steps toward graduation and/or graduation plan. Evidence will be included in the student's academic/behavior review portfolio

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Each month NBEC teachers and/or staff will review each student's academic/behavior review portfolio to monitor his/her success

Person Responsible

Courtney Murray

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

During each review period, the teacher and/or staff will sign-off that the student is on track and achieving success.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

NBEC will review each student's progress in his/her academic/behavior review portfolio with student at the end of each quarter

Person Responsible

Courtney Murray

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

Evidence of Completion

At each quarter review, both teacher/staff and student will sign-off that he/she is meeting and/or not meeting the expectations for graduation.

G3.B2 Students do not know what post-secondary options are available **2**

 B226946

G3.B2.S1 Students will be exposed to a varied spectrum of post-secondary academic programs, technical programs, and/or career options during the school year. **4**

 S239428

Strategy Rationale

With the additional exposure of both academics, technical skills, and/or career paths students will have a better understanding of what is available for him/her after graduating.

Action Step 1 **5**

High School students will attend the annual College and Career Expo

Person Responsible

Courtney Murray

Schedule

Annually, from 8/3/2016 to 5/31/2017

Evidence of Completion

All students who are present on the day of the annual College and Career Expo will be escorted by class and signed-in by school staff for attending.

Action Step 2 **5**

NBEC Business Partners will conduct employment workshops, mock interviews, job expectations discussions, etc. on school property to expose students to post-secondary options

Person Responsible

Norma Evans-O'Connor

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

NBEC Business Partner Liaison will complete and save a business partner schedule for the 2016-2017 school year.

Action Step 3 5

All NBEC students will interact with business partners to create and maintain positive relationships for success.

Person Responsible

Norma Evans-O'Connor

Schedule

Monthly, from 8/3/2016 to 5/31/2017

Evidence of Completion

NBEC Business Partner Liaison will complete and save a business partner schedule for the 2016-2017 school year.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Business partner meetings and the annual College and Career Expo will create documentation for implementation

Person Responsible

Norma Evans-O'Connor

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Business partner and College/Career Expo documentation will be collected by the Business Partner Liaison and kept with the 2016-2017 BPL paperwork

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

School administration will review business partner liaison documentation

Person Responsible

Nina Wehmeyer
















Schedule

Semiannually, from 8/31/2016 to 5/31/2017
















Evidence of Completion

School administration will review all BPL documentation in the BPL paperwork folder









IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA4  M317477	School administration will inquire and monitor Positive Behavioral Interventions and Support (PBIS)...	Evans-O'Connor, Norma	8/3/2016	Student participation in events using believe bucks, teacher participation by distribution of believe bucks, and student incident referrals.	8/3/2016 monthly
G1.B2.S1.MA1  M317480	School administration will monitor in house professional development, collect pd lesson plans,...	Evans-O'Connor, Norma	8/3/2016	In house professional development meeting notes, agendas, lesson plans, and roll/sign-in sheets.	5/3/2017 monthly
G1.MA1  M317487	School administration will collect, monitor, and review lesson plans to ensure increasing levels of...	Wehmeyer, Nina	8/3/2016	School administration will conduct and record a monthly meeting to review current lesson plans and the expectation on meeting the school's goal of increasing rigorous instruction aligned with state standards to increase student achievement.	5/31/2017 monthly
G2.MA1  M317494	School administration will collect, review, and distribute school wide data on the progress toward...	Wehmeyer, Nina	8/3/2016	School administration will collect attendance reports, student classroom grades, individual student incident referrals, and discipline reports.	5/31/2017 quarterly
G3.MA1  M317499	New Beginnings will maintain records and documentation of all business partners interactions.	Wehmeyer, Nina	8/31/2016	NBEC will collect all BPL documentation of business partner interactions.	5/31/2017 semiannually
G1.B1.S1.MA1  M317476	School administration will collect, review, and monitor lesson plans for differentiated instruction...	Wehmeyer, Nina	8/3/2016	Collected lesson plans, student grade and assessment data, and student incident referrals.	5/31/2017 weekly
G1.B1.S1.MA1  M317478	School administration will review lesson plans for differentiated instructions and use of centers.	Wehmeyer, Nina	8/3/2016	Lesson plans will be collected and used for feedback on future lesson plans.	5/31/2017 weekly
G1.B1.S1.MA3  M317479	School administration will review student incident referrals in and out of the classroom.	Evans-O'Connor, Norma	8/3/2016	School administration will review student incident referral reports. School administration will inquire students about school-wide PBS usage.	5/31/2017 weekly
G1.B1.S1.A1  A310045	New Beginnings teachers will create lessons to engage students in the classroom. Teachers will use...	Wehmeyer, Nina	8/3/2016	Lesson Plans Walk Through Observations Student Incident Referrals	5/31/2017 monthly
G1.B1.S1.A2  A310046	New Beginnings teachers and staff will use Positive Behavioral Interventions and Support (PBIS)...	Evans-O'Connor, Norma	8/3/2016	Walk Through Observations Student Incident Referrals	5/31/2017 weekly
G1.B2.S1.MA4  M317481	School administration will request teacher SDOC professional development transcripts.	Evans-O'Connor, Norma	8/3/2016	Teacher SDOC professional development transcripts highlighting subject area taught in classroom.	5/31/2017 monthly
G1.B2.S1.MA1  M317482	School administration will monitor in house professional development.	Evans-O'Connor, Norma	8/3/2016	In house professional development meeting, roll/sign-in sheets, and agendas.	5/31/2017 monthly
G1.B2.S1.MA2  M317483	School administration will request teacher's SDOC professional development transcripts.	Evans-O'Connor, Norma	8/3/2016	Teacher SDOC professional development transcripts.	5/31/2017 monthly
G1.B2.S1.A1  A310047	New Beginnings will provide in house professional development and encourage SDOC professional...	Wehmeyer, Nina	8/3/2016	School administration will monitor in house professional development and request teacher's SDOC professional development transcripts.	5/31/2017 monthly
G1.B3.S1.MA1  M317484	School administration will monitor professional development, lesson plans, and increasing levels of...	Wehmeyer, Nina	8/3/2016	School administration will collect, review, and/or require revision on teacher's professional development and lesson plans, respectively. School Administration will observe classroom instruction to assess increasing levels of rigor in the classroom.	5/31/2017 monthly

Osceola - 9036 - New Beginnings Education Center - 2016-17 SIP
New Beginnings Education Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1  M317485	School administration will monitor teacher professional development in regards to increasing levels...	Wehmeyer, Nina	8/3/2016	In house professional development roll/ sign-in sheets, agendas, and/or SDOC professional development transcripts.	5/31/2017 monthly
G1.B3.S1.MA2  M317486	School administration will review lesson plans for increasing levels of rigor.	Wehmeyer, Nina	8/3/2016	School administration will collect, review, and/or request revisions on lesson plans to demonstrate increasing levels of rigor.	5/31/2017 monthly
G1.B3.S1.A1  A310048	Professional development to assist teachers in raising the level of rigor in the classroom	Wehmeyer, Nina	8/3/2016		5/31/2017 monthly
G2.B1.S1.MA1  M317488	School administration will collect and file all signed acknowledgement pages from the NBEC Student...	Wehmeyer, Nina	8/3/2016	Collected signed acknowledgment pages from NBEC Student Code of Conduct	5/31/2017 quarterly
G2.B1.S1.MA1  M317489	School administration will collect the signed acknowledgment page from the NBEC Student Code of...	Wehmeyer, Nina	8/3/2016	School administration will collect and file the signed acknowledgment page from the NBEC Student Code of Conduct.	5/31/2017 monthly
G2.B1.S1.A1  A310049	Students, parents, and families must understand the attendance policy (NBEC Student Code of...	Wehmeyer, Nina	8/3/2016	New student orientation roster/sign-in sheet and signed acknowledgment of NBEC Student Code of Conduct.	5/31/2017 weekly
G2.B2.S1.MA1  M317490	School administration will monitor teacher and staff participation in school-wide PBS system...	Wehmeyer, Nina	8/3/2016	School administration will monitor teacher and staff participation through NBEC PBS believe bucks, student incident referrals, and student classroom grades.	5/31/2017 monthly
G2.B2.S1.MA1  M317491	School administration will monitor PBS participation of teachers and staff	Wehmeyer, Nina	8/3/2016	School administration will monitor teachers and staff participation in PBS through usage of NBEC PBS believe bucks, student acknowledgments, and student participation in events/ celebrations.	5/31/2017 monthly
G2.B2.S1.A1  A310050	Teachers and staff will be trained to use the school-wide PBS system	Wehmeyer, Nina	8/3/2016	School administration will collect initial roster/sign-in sheet to PBS professional development, monitor teacher participation based on usage of NBEC PBS believe bucks, and quarterly PBS school-wide meetings.	5/31/2017 quarterly
G2.B3.S1.MA1  M317492	School leadership will review student data on those receiving additional support and/or services at...	Wehmeyer, Nina	8/3/2016	School leadership will collect student incident referral reports, discipline data, classroom grades, and attendance.	5/31/2017 monthly
G2.B3.S1.MA1  M317493	Students who are receiving additional behavior support and/or mentored will be discussed in a...	Wehmeyer, Nina	8/3/2016	School leadership will collect student data, classroom grades, student incident referral reports, and mentoring notes, if applicable.	5/31/2017 monthly
G2.B3.S1.A1  A310051	Students will be exposed to positive and respectful behavior by teachers, staff, and selected...	Wehmeyer, Nina	8/3/2016	School administration will collect student incident referrals and/or statements in regards to individual student behavior	5/31/2017 quarterly
G2.B3.S1.A2  A310052	Students will be assigned an OASIS volunteer to mentor him/her in increasing positive behavior	Wehmeyer, Nina	8/3/2016	School administration will use individual student incident referrals to create a student list and keep a log/sign-in sheet for mentors meetings	5/31/2017 monthly
G2.B3.S1.A3  A310053	School leadership will review student incident reports, referrals, and/or suspension to identify...	Wehmeyer, Nina	8/3/2016	School leadership will collect and review student incident reports, referrals, teacher notes, and/or requests for services.	5/31/2017 monthly
G3.B1.S1.MA1  M317495	NBEC will review each student's progress in his/her academic/behavior review portfolio with student...	Murray, Courtney	8/3/2016	At each quarter review, both teacher/ staff and student will sign-off that he/ she is meeting and/or not meeting the expectations for graduation.	5/31/2017 quarterly

Osceola - 9036 - New Beginnings Education Center - 2016-17 SIP
New Beginnings Education Center

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1  M317496	Each month NBEC teachers and/or staff will review each student's academic/ behavior review portfolio...	Murray, Courtney	8/3/2016	During each review period, the teacher and/or staff will sign-off that the student is on track and achieving success.	5/31/2017 monthly
G3.B1.S1.A1  A310054	NBEC Teachers and/or Staff will conduct a review of academic and behavior history to create an...	Murray, Courtney	8/3/2016	Each student will have an academic/ behavior review portfolio with action plan	5/31/2017 monthly
G3.B1.S1.A2  A310055	After creating an action plan for student graduation the teachers and/or staff will assist in...	Murray, Courtney	8/3/2016	Each student will provide evidence that he/she is achieving steps toward graduation and/or graduation plan. Evidence will be included in the student's academic/behavior review portfolio	5/31/2017 monthly
G3.B2.S1.MA1  M317497	School administration will review business partner liaison documentation	Wehmeyer, Nina	8/31/2016	School administration will review all BPL documentation in the BPL paperwork folder	5/31/2017 semiannually
G3.B2.S1.MA1  M317498	Business partner meetings and the annual College and Career Expo will create documentation for...	Evans-O'Connor, Norma	8/31/2016	Business partner and College/Career Expo documentation will be collected by the Business Partner Liaison and kept with the 2016-2017 BPL paperwork	5/31/2017 monthly
G3.B2.S1.A1  A310056	High School students will attend the annual College and Career Expo	Murray, Courtney	8/3/2016	All students who are present on the day of the annual College and Career Expo will be escorted by class and signed-in by school staff for attending.	5/31/2017 annually
G3.B2.S1.A2  A310057	NBEC Business Partners will conduct employment workshops, mock interviews, job expectations...	Evans-O'Connor, Norma	8/31/2016	NBEC Business Partner Liaison will complete and save a business partner schedule for the 2016-2017 school year.	5/31/2017 monthly
G3.B2.S1.A3  A310058	All NBEC students will interact with business partners to create and maintain positive...	Evans-O'Connor, Norma	8/3/2016	NBEC Business Partner Liaison will complete and save a business partner schedule for the 2016-2017 school year.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. All teachers will implement effective, rigorous instruction aligned to the state standards to increase student achievement.

G1.B1 Students not engaged in the classroom

G1.B1.S1 Differentiated instruction, use of centers, and PBS in the classroom

PD Opportunity 1

New Beginnings teachers will create lessons to engage students in the classroom. Teachers will use differentiated instruction methods and centers to increase engagement and student achievement.

Facilitator

Norma Evans-O'Connor

Participants

New Beginnings Teachers New Beginnings Learning Resource Specialist New Beginnings Literacy Coach

Schedule

Monthly, from 8/3/2016 to 5/31/2017

PD Opportunity 2

New Beginnings teachers and staff will use Positive Behavioral Interventions and Support (PBIS) strategies to encourage positive student participation.

Facilitator

Norma Evans-O'Connor

Participants

New Beginnings Teachers New Beginnings Staff

Schedule

Weekly, from 8/3/2016 to 5/31/2017

G1.B2 Teachers need more assistance with deconstructing state standards correlating with assessments

G1.B2.S1 Teachers will receive subject specific professional development in deconstructing state standards to increase student achievement.

PD Opportunity 1

New Beginnings will provide in house professional development and encourage SDOC professional development participation in all subject areas.

Facilitator

Norma Evans-O'Connor

Participants

New Beginnings Teachers

Schedule

Monthly, from 8/3/2016 to 5/31/2017

G1.B3 Complexity level of instruction

G1.B3.S1 Increase teacher ability to develop more rigorous levels of instruction.

PD Opportunity 1

Professional development to assist teachers in raising the level of rigor in the classroom

Facilitator

Norma Evans-O'Connor

Participants

New Beginnings Teachers

Schedule

Monthly, from 8/3/2016 to 5/31/2017

G2. New Beginnings Education Center will provide a safe and structured environment that focuses on student success and building positive relationships

G2.B2 Student misbehavior in the classroom

G2.B2.S1 Teachers will increase the usage of PBS strategies to increase student engagement, positive behavior, and academic success.

PD Opportunity 1

Teachers and staff will be trained to use the school-wide PBS system

Facilitator

Norma Evans-O'Connor

Participants

New Beginnings teachers and staff

Schedule

Quarterly, from 8/3/2016 to 5/31/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	New Beginnings teachers will create lessons to engage students in the classroom. Teachers will use differentiated instruction methods and centers to increase engagement and student achievement.				\$0.00
2	G1.B1.S1.A2	New Beginnings teachers and staff will use Positive Behavioral Interventions and Support (PBIS) strategies to encourage positive student participation.				\$0.00
3	G1.B2.S1.A1	New Beginnings will provide in house professional development and encourage SDOC professional development participation in all subject areas.				\$0.00
4	G1.B3.S1.A1	Professional development to assist teachers in raising the level of rigor in the classroom				\$0.00
5	G2.B1.S1.A1	Students, parents, and families must understand the attendance policy (NBEC Student Code of Conduct) before leaving new student orientation and/or beginning of the school year.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			9036 - New Beginnings Education Center	Title I, Part A		\$2,500.00
			Notes: Under Parent Involvement Funds			
6	G2.B2.S1.A1	Teachers and staff will be trained to use the school-wide PBS system				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			9036 - New Beginnings Education Center	Title I, Part A		\$8,000.00
			Notes: Funds will be used to assist Teachers, Students, and Parent engagement in school-wide PBS.			
7	G2.B3.S1.A1	Students will be exposed to positive and respectful behavior by teachers, staff, and selected students to increase positive behaviors				\$0.00
8	G2.B3.S1.A2	Students will be assigned an OASIS volunteer to mentor him/her in increasing positive behavior				\$0.00
9	G2.B3.S1.A3	School leadership will review student incident reports, referrals, and/or suspension to identify students that need additional support and/or services.				\$22,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			9036 - New Beginnings Education Center	Title I, Part A		\$22,500.00
			Notes: Funds to be used for remediation/enrichment for student success outside of the normal school day.			
10	G3.B1.S1.A1	NBEC Teachers and/or Staff will conduct a review of academic and behavior history to create an action plan for student's graduation				\$0.00

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11	G3.B1.S1.A2	After creating an action plan for student graduation the teachers and/or staff will assist in implementing and monitoring student success	\$0.00
12	G3.B2.S1.A1	High School students will attend the annual College and Career Expo	\$0.00
13	G3.B2.S1.A2	NBEC Business Partners will conduct employment workshops, mock interviews, job expectations discussions,etc. on school property to expose students to post-secondary options	\$0.00
14	G3.B2.S1.A3	All NBEC students will interact with business partners to create and maintain positive relationships for success.	\$0.00
Total:			\$33,000.00