

New Beginnings Education Center



2017-18 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)	2016-17 Title I School	2016-17 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	0%

School Grades History

Year

Grade

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 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.

New Beginnings Education Center will provide a safe and secure environment to promote academic success and personal growth for each and every student.

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 building a 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, staff encourage and participate in the celebration of cultural and historical 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 Intervention and Support (PBIS) system. School leadership encourages all staff to participate in the school-wide PBIS system to create positive behavior in the student population. NBEC teachers and staff continually participate in professional development that fosters and promotes positive relationships with students. Students are encouraged to participate in PBIS by positive encouragement, positive acknowledgement, and NBEC believe bucks. Believe bucks may be used to purchase items from the NBEC PBIS 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 with all parties 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 learn, understand, and consistently demonstrate the following: (Attendance) Attend class each, every day, 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 a school wide PBIS system that creates a positive atmosphere encouraging 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	2	0	3	1	6	7	10	25	29	52	35	15	12	197
One or more suspensions	4	0	4	3	3	8	20	37	44	48	37	19	12	239
Course failure in ELA or Math	0	0	0	0	0	0	0	4	6	18	24	7	6	65
Level 1 on statewide assessment	0	0	0	0	5	5	13	29	34	39	26	18	3	172

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	2	0	3	1	5	8	17	32	39	55	44	19	12	237

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 Interventions and Support (PBIS) 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 and personal growth.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/459855>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

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
Anakotta, Keith	Other
Murray, Courtney	School Counselor

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.

Tatiana Vargas and Doralbis Diaz (Professional Learning Community/Guiding Coalition Leads) - The PLC/Guiding Coalition leads provide direction and assistance in fostering a collaborative environment for teachers to communicate with each other in the common goal of student success, growth, and achievement.

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 English Language Arts, Mathematics, 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
Doralbis Diaz	Teacher
Nina Wehmeyer	Principal
Cathy Porter	Teacher
Marlene Beeks	Education Support Employee
Julio Figueroa	Student
Hannah Valentine	Student
Jeffrey Brown	Business/Community
Omara Soto	Business/Community
Mickie Starlard	Business/Community
Sandra Vennel	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

NBEC reviewed the goals throughout the school year. The SAC Committee met at the end of last year and reviewed the goals that were set to see if there were any changes that needed to be addressed. At that time the committee felt the goals were meeting the needs of our students. During the first meeting in September the results from testing will be discussed and changes will be made as needed.

b. Development of this school improvement plan

The SAC committee will review, make recommendations, and seek approval of the 2017-2018 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 Intervention and 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.

Yes

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

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, Lisa Ross, Literacy Coach, and Keith Anakotta, Learning Resource Specialist. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. For the 2017-2018 school year all instructional staff are required to participate in PLC/Guiding Coalition meetings to discuss student achievement and instructional strategies to increase academic rigor. Meetings are scheduled based on both grade level and subject areas. Due to the number of subject areas and/or course offered, there are teachers who only cover one subject area, course, and/or grade level. (i.e. one (1) ELA Reading teacher to cover all grades 06-08). 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 the field of education and new teachers to the school campus. 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 the early warning system (EWS). Students identified through review are highlighted to the corresponding staff in order to drive curriculum planning, differentiated instruction, student engagement, 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: Before School Program

Minutes added to school year: 0

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

New Beginnings does provide the following services and/or resources to increase the amount and quality of instructional time:

- >>administration and guidance review the Master Schedule to look at appropriate schedules (for individual and school-wide) for success
- >>paraprofessionals in classrooms (Kinder-12) to work with all students
- >>paraprofessionals with degree's placed in classroom for student academic success
- >>pull-out services with certified ESE teacher supplementing classroom instruction
- >>amended course to reflect additional support in Mathematics and Reading
- >>extended block schedule for High School students on Wednesdays to focus on remediation and/or enrichment

Strategy Rationale

New Beginnings does not offer before and/or after school programs and provides additional support for student success throughout the school day. Administration and Guidance create, review, and if need be amend the school-wide schedule and/or individual student schedule to provide the best environment for student success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

Data that is and/or will be collected to demonstrate effectiveness: unavailable due to no extended day programs offered at NBEC

Strategy: After School Program

Minutes added to school year: 0

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

New Beginnings does provide the following services and/or resources to increase the amount and quality of instructional time:

- >>administration and guidance review the Master Schedule to look at appropriate schedules (for individual and school-wide) for success
- >>paraprofessionals in classrooms (Kinder-12) to work with all students
- >>paraprofessionals with degree's placed in classroom for student academic success
- >>pull-out services with certified ESE teacher supplementing classroom instruction
- >>amended course to reflect additional support in Mathematics and Reading
- >>extended block schedule for High School students on Wednesdays to focus on remediation and/or enrichment

Strategy Rationale

New Beginnings does not offer before and/or after school programs and provides additional support for student success throughout the school day. Administration and Guidance create, review, and if need be amend the school-wide schedule and/or individual student schedule to provide the best environment for student success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

Data that is and/or will be collected to demonstrate effectiveness: unavailable due to no extended day programs offered at NBEC

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 open lines of communication with students and parents on an ongoing basis, from new student orientation to student withdrawal and after. 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 the subject area.

New Beginnings invites students and parents to the beginning of the school year Open House, Title I events, 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 contact and discuss his/her future options with Ms. Courtney, NBEC Guidance Counselor and Ms. Porter, NBEC College and Career Readiness Instructor. NBEC has added the Personal, Social, and Career Development course to assist in the mission of the 4-A's in providing and encouraging 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.** If New Beginnings Education Center provides a safe and structured environment where teachers work in collaborative teams to implement effective rigorous instruction aligned to state standards then attendance, engagement, and achievement will increase for all students.

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. If New Beginnings Education Center provides a safe and structured environment where teachers work in collaborative teams to implement effective rigorous instruction aligned to state standards then attendance, engagement, and achievement will increase for all students. 1a

G095506

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - ELL	10.0
FSA ELA Achievement - SWD	10.0
ELA/Reading Gains	30.0
FSA Math Achievement - ELL	15.0
FSA Math Achievement - SWD	15.0
Math Gains	40.0
Algebra I EOC Pass Rate	20.0
Geometry EOC Pass Rate	20.0
Bio I EOC Pass	30.0
U.S. History EOC Pass	40.0
Civics EOC Pass	40.0

Targeted Barriers to Achieving the Goal 3

- >>No collaborative academic culture in the school

Resources Available to Help Reduce or Eliminate the Barriers 2

- >>Professional Learning Communities/Guiding Coalition
- >>School staff engaging in the use of school-wide PBIS
- >>Professional Development to increase staff understanding and awareness of student's individual needs
- >>Professional Development to increase staff knowledge in positive interactions with students, parents, and staff
- >>Professional Development led by SDOC, Guest Speakers, and PLC/Guiding Coalition leads to increase staff knowledge and use of positive PLC/Guiding Coalition strategies for student success

Plan to Monitor Progress Toward G1. 8

To determine the progress toward meeting the goals and targets the following data will be collected: PLC/GC documentation, weekly lesson plans, student grades, student behavior referrals, and assessment data.

Person Responsible

Nina Wehmeyer

Schedule

Monthly, from 8/16/2017 to 5/30/2018

Evidence of Completion

The following data and documentation will be collected to ensure fidelity: >>PLC/GC documentation >>weekly lesson plans >>student grades >>student behavior referrals >>assessment data

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. If New Beginnings Education Center provides a safe and structured environment where teachers work in collaborative teams to implement effective rigorous instruction aligned to state standards then attendance, engagement, and achievement will increase for all students. 1

G095506

G1.B1 >>No collaborative academic culture in the school 2

B257171

G1.B1.S1 All instructional staff are required to participate in a weekly PLC/Guiding Coalition meeting, SDOC professional development workshops, and NBEC professional development workshops to learn, discuss, and implement successful positive strategies for student success. 4

S272099

Strategy Rationale

Through weekly meetings and PLC/GC professional development, all staff will become engaged with his/her peers to create a culture of collaboration to achieve student success.

Action Step 1 5

All Instructional staff will participate in a weekly PLC/GC meeting every Wednesday.

Person Responsible

Keith Anakotta

Schedule

Weekly, from 8/16/2017 to 5/30/2018

Evidence of Completion

Weekly PLC/GC meetings will be lead and organized by the PLC/GC leads; Doralbis Diaz and Tatiana Vargas.

Action Step 2 5

All NBEC staff will participate in SDOC and/or in-house PD to increase knowledge, techniques, and understanding on how to interact with NBEC students

Person Responsible

Norma Evans-O'Connor

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

MyPGS report

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

During weekly PLC/GC meetings, committees will create documentation and submit copies to administration.

Person Responsible

Keith Anakotta

Schedule

Weekly, from 8/16/2017 to 5/30/2018

Evidence of Completion

During weekly PLC/GC meetings the committee members will create the following documentation and submit copies to administration prior to leaving for the day: >>weekly committee sign-in sheets >>PLC/GC committee notes describing standards, strategies, peer assistance, collaborative practices, and implementation with committee member initials >>PLC/GC committee follow up of previous weeks meeting - including notes/addendum to describe how effective/ineffective the previous weeks meeting resulted

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

During weekly PLC/GC meetings, committees will create documentation and submit copies to administration for review.

Person Responsible

Norma Evans-O'Connor

Schedule

Quarterly, from 8/16/2017 to 5/30/2018

Evidence of Completion

During weekly PLC/GC meetings the committee members will create the following documentation and submit copies to administration prior to leaving for the day: >>weekly committee sign-in sheets >>PLC/GC committee notes describing standards, strategies, peer assistance, collaborative practices, and implementation with committee member initials >>PLC/GC committee follow up of previous weeks meeting - including notes/addendum to describe how effective/ineffective the previous weeks meeting resulted The above documentation will be collected and reviewed by Admin quarterly to ensure fidelity of PLC/GC.

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

To monitor and support the effectiveness of implementation administration will collect all meeting documentation, review weekly lesson plans, and review student grades and behavior referrals.

Person Responsible

Nina Wehmeyer







Schedule

Biweekly, from 8/16/2017 to 5/30/2018

Evidence of Completion

The following documentation will be collected and reviewed to monitor effectiveness:
>>weekly PLC/GC documentation (i.e. sign-in sheet, notes, etc...) >>weekly teacher lesson plans >>student grades >>student behavior referrals >>assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M390707	To determine the progress toward meeting the goals and targets the following data will be...	Wehmeyer, Nina	8/16/2017	The following data and documentation will be collected to ensure fidelity: >>PLC/GC documentation >>weekly lesson plans >>student grades >>student behavior referrals >>assessment data	5/30/2018 monthly
G1.B1.S1.MA1  M390704	To monitor and support the effectiveness of implementation administration will collect all meeting...	Wehmeyer, Nina	8/16/2017	The following documentation will be collected and reviewed to monitor effectiveness: >>weekly PLC/GC documentation (i.e. sign-in sheet, notes, etc...) >>weekly teacher lesson plans >>student grades >>student behavior referrals >>assessment data	5/30/2018 biweekly
G1.B1.S1.MA1  M390705	During weekly PLC/GC meetings, committees will create documentation and submit copies to...	Anakotta, Keith	8/16/2017	During weekly PLC/GC meetings the committee members will create the following documentation and submit copies to administration prior to leaving for the day: >>weekly committee sign-in sheets >>PLC/GC committee notes describing standards, strategies, peer assistance, collaborative practices, and implementation with committee member initials >>PLC/GC committee follow up of previous weeks meeting - including notes/addendum to describe how effective/ineffective the previous weeks meeting resulted	5/30/2018 weekly
G1.B1.S1.MA3  M390706	During weekly PLC/GC meetings, committees will create documentation and submit copies to...	Evans-O'Connor, Norma	8/16/2017	During weekly PLC/GC meetings the committee members will create the following documentation and submit copies to administration prior to leaving for the day: >>weekly committee sign-in sheets >>PLC/GC committee notes describing standards, strategies, peer assistance, collaborative practices, and implementation with committee member initials >>PLC/GC committee follow up of previous weeks meeting - including notes/addendum to describe how effective/ineffective the previous weeks meeting resulted The above documentation will be collected and reviewed by Admin quarterly to ensure fidelity of PLC/GC.	5/30/2018 quarterly
G1.B1.S1.A1  A364942	All Instructional staff will participate in a weekly PLC/GC meeting every Wednesday.	Anakotta, Keith	8/16/2017	Weekly PLC/GC meetings will be lead and organized by the PLC/GC leads; Doralbis Diaz and Tatiana Vargas.	5/30/2018 weekly
G1.B1.S1.A2  A364943	All NBEC staff will participate in SDOC and/or in-house PD to increase knowledge, techniques, and...	Evans-O'Connor, Norma	8/10/2017	MyPGS report	5/30/2018 quarterly

V. Professional Development Opportunities

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

G1. If New Beginnings Education Center provides a safe and structured environment where teachers work in collaborative teams to implement effective rigorous instruction aligned to state standards then attendance, engagement, and achievement will increase for all students.

G1.B1 >>No collaborative academic culture in the school

G1.B1.S1 All instructional staff are required to participate in a weekly PLC/Guiding Coalition meeting, SDOC professional development workshops, and NBEC professional development workshops to learn, discuss, and implement successful positive strategies for student success.

PD Opportunity 1

All Instructional staff will participate in a weekly PLC/GC meeting every Wednesday.

Facilitator

Doralbis Diaz & Tatiana Vargas

Participants

NBEC Instructional Staff

Schedule

Weekly, from 8/16/2017 to 5/30/2018

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	All Instructional staff will participate in a weekly PLC/GC meeting every Wednesday.				\$33,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			9036 - New Beginnings Education Center	Title, I Part A		\$33,000.00
			Notes: Funds will be used to: >>assist Teachers and Staff in creating and sustaining PLC/GC meetings to focus on student achievement >>assist Teachers in the remediation/enrichment strategies for student success outside of the classroom and/or school environment >>assist all NBEC staff to understand the background and outside experiences of all students to achieve student success			
2	G1.B1.S1.A2	All NBEC staff will participate in SDOC and/or in-house PD to increase knowledge, techniques, and understanding on how to interact with NBEC students				\$0.00
Total:						\$33,000.00