

School District of Osceola County, FL

New Beginnings Education Center



2018-19 Schoolwide Improvement Plan

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New Beginnings Education Center

2599 WEST VINE ST, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	88%

School Grades History

Year	2012-13	2011-12	2011-12
Grade			

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

Membership

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

Name	Title
Wehmeyer, Nina	Principal
Anakotta, Keith	Assistant Principal
Murray, Courtney	School Counselor
Ross, Lisa	Instructional Coach
Diaz, Doralbis	Instructional Coach

Duties

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

New Beginnings Education Center's leadership team consists of the following: Ms. Nina Wehmeyer, Principal - Mr. Keith Anakotta, Assistant Principal - Ms. Lisa Ross, Literacy Coach - Ms. Courtney Murray, Guidance Counselor - Ms. Doralbis Diaz, Learning Resource Specialist.

Ms. Nina Wehmeyer - Principal

>>Ms. Nina is responsible for school wide operations at New Beginnings. This includes all finalized decision making for students and staff. She participates and leads the school-wide stock take process, assists and monitors the School Improvement Plan (SIP), and receives monthly reports and gives feedback, amongst other duties and responsibilities.

Mr. Keith Anakotta - Asst. Principal

>>Mr. Keith is responsible for supporting Ms. Nina and assisting with the day to day operations at NBEC. Mr. Keith has specific areas at NBEC however, his duties are not limited to those specific areas (e.g. Section 504's, Testing/Assessments, PLCs, etc.) He participates and supports the school-wide stock take process, assists and monitors the School Improvement Plan (SIP), and receives monthly reports and gives feedback, amongst other duties and responsibilities.

Ms. Lisa Ross - Literacy Coach

>>Ms. Lisa is responsible for school wide literacy for all students, kindergarten through grade 12, at New Beginnings. She is responsible for integrating literature throughout all subjects, courses, and

grade levels. She is the lead in coordinating iReady for students and staff in kindergarten through grade 08.

Ms. Courtney Murray - Guidance Counselor

>>Ms. Courtney is responsible for schedules and student progression at New Beginnings. She is the lead non-instructional staff member to assign student schedules, discuss course changes, and social progression. Her duties are not limited to guidance and will lead the following areas; Bullying and Title I. With assistance from several high school staff members she assists in the focus of senior graduation.

Ms. Doralbis Diaz - Learning Resource Specialist

>>Ms. Dora is responsible for coordinating and assisting teacher curriculum supports to allow teacher growth and student success. She is responsible for school wide testing, the Section 504 designee, the LEA, and MTSS coach. For the 2018-2019 school year she is the PLC facilitator and will assist in coordinating and establishing norms for the PLCs at NBEC.

All members of the leadership team work together to assist in mentoring NBEC staff and assisting in student success.

Early Warning Systems

Year 2017-18

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	2	1	2	5	9	20	28	47	44	39	21	5	223	
One or more suspensions	0	1	0	1	1	4	9	16	13	18	12	11	2	88	
Course failure in ELA or Math	0	0	0	0	1	0	0	0	0	1	0	0	0	2	
Level 1 on statewide assessment	0	0	0	4	3	6	14	27	26	30	29	16	2	157	

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	2	1	3	4	9	22	31	44	31	34	21	3	205	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	6	5	6	0	1	0	0	20
Retained Students: Previous Year(s)	0	1	0	2	1	2	13	13	22	30	14	11	3	112

Date this data was collected

Thursday 5/24/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

In reviewing FSARanking data - the lowest (ELA) quartile of students were split between students who receive ESE services and regular education students. A majority of ESE students are coded with a primary exceptionality of K or V. NBEC is not able to truly make a statement in regards to trends due to the nature of student enrollment and attendance from year to year.

- the lowest (Math) quartile of students were split between students who receive ESE services and regular education students. The majority of ESE students are coded with a primary exceptionality of K.

NBEC is not able to truly make a statement in regards to trends due to the nature of student enrollment and attendance from year to year.

Which data component showed the greatest decline from prior year?

Due to the number of students tested based on enrollment, grade level comparisons range from 6th to 10th in ELA and grade level comparisons range from 6th to 8th in Mathematics from year to year. Based on the data all areas have 0% gains and therefore all areas have declined substantially.

Which data component had the biggest gap when compared to the state average?

Due to the number of students tested based on enrollment demonstrates that subgroups at NBEC have a 0% gain from the previous year. Reviewing the data, the largest gap between the school's average and the state's average is in the following area: Social Studies Achievement.

Which data component showed the most improvement? Is this a trend?

Due to the number of students tested based on enrollment demonstrates that subgroups at NBEC have a 0% gain from the previous year. However, based on the 2017-2018 FLDOE School Rating System, New Beginnings earned a 26 point gain in ELA (grades 4-10).

Describe the actions or changes that led to the improvement in this area.

NBEC focused on ELA instruction for the 2017-2018 school year. The NBEC Leadership and Literacy team worked together to increase literature instruction throughout all grade levels, subject areas, and cross curriculum. NBEC will continue to focus on integrating ELA throughout all grade levels, subject areas, and cross curriculum for the 2018-2019 school year.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	58%	60%	0%	54%	55%
ELA Learning Gains	0%	58%	57%	0%	51%	54%
ELA Lowest 25th Percentile	0%	52%	52%	0%	46%	49%
Math Achievement	0%	52%	61%	0%	49%	56%
Math Learning Gains	0%	54%	58%	0%	48%	54%
Math Lowest 25th Percentile	0%	50%	52%	0%	43%	48%
Science Achievement	0%	54%	57%	0%	49%	52%
Social Studies Achievement	0%	71%	77%	0%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (2)	2 (0)	1 (3)	2 (1)	5 (6)	9 (7)	20 (10)	28 (25)	47 (29)	44 (52)	39 (35)	21 (15)	5 (12)	223 (197)
One or more suspensions	0 (4)	1 (0)	0 (4)	1 (3)	1 (3)	4 (8)	9 (20)	16 (37)	13 (44)	18 (48)	12 (37)	11 (19)	2 (12)	88 (239)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	0 (4)	0 (6)	1 (18)	0 (24)	0 (7)	0 (6)	2 (65)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	4 (0)	3 (5)	6 (5)	14 (13)	27 (29)	26 (34)	30 (39)	29 (26)	16 (18)	2 (3)	157 (172)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	51%	-51%	57%	-57%
	2017	0%	53%	-53%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	48%	-48%	56%	-56%
	2017	0%	50%	-50%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	18%	50%	-32%	55%	-37%
	2017	0%	48%	-48%	53%	-53%
Same Grade Comparison		18%				
Cohort Comparison		18%				
06	2018	16%	46%	-30%	52%	-36%
	2017	6%	47%	-41%	52%	-46%
Same Grade Comparison		10%				
Cohort Comparison		16%				
07	2018	3%	46%	-43%	51%	-48%
	2017	8%	49%	-41%	52%	-44%
Same Grade Comparison		-5%				
Cohort Comparison		-3%				
08	2018	21%	52%	-31%	58%	-37%
	2017	3%	48%	-45%	55%	-52%
Same Grade Comparison		18%				
Cohort Comparison		13%				
09	2018	18%	47%	-29%	53%	-35%
	2017	5%	48%	-43%	52%	-47%
Same Grade Comparison		13%				
Cohort Comparison		15%				
10	2018	28%	49%	-21%	53%	-25%
	2017	16%	47%	-31%	50%	-34%
Same Grade Comparison		12%				
Cohort Comparison		23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	0%	51%	-51%	62%	-62%
	2017	0%	56%	-56%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	0%	53%	-53%	62%	-62%
	2017	0%	55%	-55%	64%	-64%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2018	18%	52%	-34%	61%	-43%
	2017	0%	49%	-49%	57%	-57%
Same Grade Comparison		18%				
Cohort Comparison		18%				
06	2018	8%	43%	-35%	52%	-44%
	2017	5%	41%	-36%	51%	-46%
Same Grade Comparison		3%				
Cohort Comparison		8%				
07	2018	14%	29%	-15%	54%	-40%
	2017	7%	28%	-21%	53%	-46%
Same Grade Comparison		7%				
Cohort Comparison		9%				
08	2018	4%	43%	-39%	45%	-41%
	2017	7%	47%	-40%	46%	-39%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	10%	49%	-39%	55%	-45%
	2017					
Cohort Comparison						
08	2018	6%	42%	-36%	50%	-44%
	2017					
Cohort Comparison		6%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	16%	68%	-52%	65%	-49%
2017	26%	69%	-43%	63%	-37%
Compare		-10%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	25%	70%	-45%	71%	-46%
2017	30%	74%	-44%	69%	-39%
Compare		-5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	24%	61%	-37%	68%	-44%
2017	37%	63%	-26%	67%	-30%
Compare		-13%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	11%	52%	-41%	62%	-51%
2017	6%	46%	-40%	60%	-54%
Compare		5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	39%	-39%	56%	-56%
2017	10%	43%	-33%	53%	-43%
Compare		-10%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Ensure high levels of learning for all students in literacy
Rationale	<p>Ensuring high levels of learning for all students in literacy will assist in the overall success of students at NBEC.</p> <p>Students will demonstrate a higher level of proficiency and demonstrate ELA learning gains for NBEC. Through school wide meetings and discussions headed by professional learning communities (PLC), stocktake committee members, and collaborations with Title I and SAC committees, NBEC is focusing on ensuring high levels of learning for all students in literacy. NBEC staff will focus on literacy instruction through out all subjects and classes. Literacy will be infused in all subjects to ensure all students are exposed to and have experience with literacy throughout the day.</p>
Intended Outcome	<p>The intended outcome for ensuring high levels of learning for all students in literacy is for NBEC students to demonstrate a continued increase in ELA learning gains. The continued emphasis on literacy throughout subjects at NBEC will assist in the expectation of twenty-five percent learning gains in ELA. Through targeted support of students in all areas of ELA/Reading/Literacy assessed by the Florida Standards Assessment, it is our goal to increase overall student achievement in this category by no less than ten percent percent.</p> <p>FSA ELA Grades 03-10 Achievement Levels - increase 10%</p> <p>NBEC receives a school rating based on ELA Gains.</p> <p>ELA Gains - increase 10%</p>
Point Person	Doralbis Diaz (doralbis.diaz@osceolaschools.net)
Action Step	<p>For NBEC to meet the intended outcome, increased proficiency in literacy through exposure of and implementation of rigorous curriculum and lessons will lead to increased student success. NBEC has a goal of increasing gains by 10 percent.</p> <p>Step 1) NBEC will implement with fidelity stocktake meetings, professional learning communities, and collaboration between NBEC teachers, staff, Title I committee members, and SAC committee members to review, discuss, and modify any action steps in order to increase student success through formative assessments.</p> <p>>>grades kinder through 08 - progress monitoring with iReady Reading</p> <p>- SDOC provided quarterly assessments</p> <p>>>grades 09-12 - progress monitoring through SDOC provided quarterly assessments.</p>
Description	<p>Step 2) NBEC will plan to increase exposure to complex text and tasks aligned tightly to the learning target/standard, and a focus on teaching students strategies that increase comprehension of complex text. The targeted strategies will provide the structure necessary to ensure increased academic performance in our identified area of focus.</p> <p>Step 3) Classroom teachers will be provided the necessary professional development specifically addressing how to select complex text that aligns to grade level standards as well as support in the development of tasks that align to the learning target/standard.</p> <p>Step 4) NBEC ELA/Social Studies PLC will work together to develop and provide the professional development addressing our identified area of focus. Continued PD will be offered by NBEC, as well as staff will be encouraged to attend SDOC PD workshops, as</p>

they become available.

Step 5) The ELL task force will also provide support in order to ensure the implementation of ELL strategies through the collection of trends and immediate response to identified trends through classroom model lessons and one-on-one meetings with individual teachers as needed.

Step 6) The inclusion of ALL students includes the impact of all interventions and resources with ESE students.

Person Responsible Doralbis Diaz (doralbis.diaz@osceolaschools.net)

Plan to Monitor Effectiveness

The identified area of focus will be monitored for effectiveness through the implementation of common formative assessments aligned to ELA standards, small group interventions, regular meetings with Stocktake PLC Facilitators, Point-Persons, and members, continuous walk-throughs by the leadership team and the continued monitoring of the effective implementation of high yield ELL strategies.

Monitoring grade level and subject area content through progress monitoring is provided by:

>>grades kinder - 08 **iReady Reading

>>ENG 1 through ENG 4 - School District of Osceola County common assessments provided by resource teachers

Description >>grades kinder - 08 & ENG 1 through ENG 4 - Language Arts/Writing will be monitored by quarterly assessments from cold read.

The ELL task force will also work collaboratively with classroom teachers and leadership in order to identify trends and areas of support in order to ensure academic growth.

In addition, the area of focus will also become part of the stocktake process on a monthly basis in order to ensure accountability at all levels.

All information will be presented to Ms. Nina Wehmeyer, Principal during monthly NBEC Stocktake meetings. After monthly NBEC Stocktake meetings, Ms. Nina will provide current NBEC information and data to district level administration.

Person Responsible Keith Anakotta (keith.anakotta@osceolaschools.net)

Activity #2	
Title	Ensure high levels of mathematics achievement for all students
Rationale	In order to continue improving student achievement in mathematics as determined by the Florida Standards Assessment and to ensure high levels of learning for all students, NBEC will provide rigorous instruction within standards based curriculum. NBEC students demonstrated an eight point learning gain in mathematics and with the focus of all kinder-grade 12 mathematics teachers providing rigorous instruction within standards based curriculum, NBEC expects to continue positive yearly growth in math.
Intended Outcome	<p>Through targeted support of students in all areas of mathematics assessed by the Florida Standards Assessment, it is our goal to increase overall student achievement in this category by no less than ten percent percent. The targeted support will also increase all student achievement on the Florida Standards Assessment in the area of mathematics demonstrating an overall achievement and increased learning gain of at least fifteen points. ELL student achievement on the Florida Standards Assessment in the area of mathematics will increase through collaboration of the ELL task force, NBEC Stocktake PLC Achievement team, and ELA/Social Studies PLC.</p> <p>Mathematics Grades 03-08 Achievement Levels - 10% increase Algebra 1 EOC Achievement Levels - 10% increase Geometry EOC Achievement Levels - 10%</p> <p>NBEC receives a school rating based on Mathematics Gains.</p> <p>Mathematics Gains - increase 10%</p>
Point Person	Doralbis Diaz (doralbis.diaz@osceolaschools.net)
Action Step	
Description	<p>For NBEC to meet the intended outcome, increased proficiency in mathematics through exposure and implementation of rigorous curriculum and lessons will lead to increased student success. NBEC has a goal of increasing gains by 10 percent.</p> <p>Step 1) NBEC will implement with fidelity stocktake meetings, professional learning communities, and collaboration between NBEC teachers, staff, Title I committee members, and SAC committee members to review, discuss, and modify any action steps in order to increase student success through formative assessments. Grades Kinder through 08 will participate in iReady progress monitoring to monitor student growth and provide additional support for remediation or opportunities of enhancement.</p> <p>Step 2) NBEC will plan to increase exposure to complex tasks aligned tightly to the learning target/standard, and focus on teaching students strategies that increase comprehension of complex text. The targeted strategies will provide the structure necessary to ensure increased academic performance in our identified area of focus.</p> <p>Step 3) Classroom teachers will be provided the necessary professional development specifically addressing how to select complex text that aligns to grade level standards as well as support in the development of tasks that align to the learning target/standard.</p> <p>Step 4) NBEC Mathematics/Science PLC will work together to develop and provide the professional development addressing our identified area of focus. Continued PD will be offered by NBEC, as well as staff will be encouraged to attend SDOC PD workshops, as</p>

they become available.

Step 5) The ELL task force will also provide support in order to ensure the implementation of ELL strategies through the collection of trends and immediate response to identified trends through classroom model lessons and one-on-one meetings with individual teachers as needed.

Step 6) The inclusion of ALL students includes the impact of all interventions and resources with ESE students.

Person Responsible Doralbis Diaz (doralbis.diaz@osceolaschools.net)

Plan to Monitor Effectiveness

The identified area of focus will be monitored for effectiveness through the implementation of common formative assessments aligned to grade level and/or content specific mathematics standards, small group interventions, regular meetings with Stocktake PLC Facilitators, Point-Persons, and members, continuous walk-through by the leadership team and the continued monitoring of the effective implementation of high yield ELL strategies.

PLC weekly meeting notes/documentation will be collected and reviewed by the PLC Facilitator and Assistant Principal. As an integral part of the Stocktake process documentation of how effective the PLC team is very important.

Monitoring grade level and subject area content through progress monitoring is provided by:

>>grades kinder - 08 **iReady Math

Description >>algebra 1 - School District of Osceola County common assessments provided by resource teachers

>>geometry - School District of Osceola County common assessments provided by resource teachers

>>misc. elective math classes/courses - pre/post test

The ELL task force will also work collaboratively with classroom teachers and leadership in order to identify trends and areas of support in order to ensure academic growth.

In addition, the area of focus will also become part of the stocktake process on a monthly basis in order to ensure accountability at all levels.

All information will be presented to Ms. Nina Wehmeyer, Principal during monthly NBEC Stocktake meetings. After monthly NBEC Stocktake meetings, Ms. Nina will provide current NBEC information and data to district level administration.

Person Responsible Keith Anakotta (keith.anakotta@osceolaschools.net)

Activity #3	
Title	Strengthen collaborative process to ensure that the learning needs for all students are met
Rationale	<p>Strengthening collaborative processes to ensure that the learning needs for all students are met is a continuous goal that assists with all aspects of academics and behavior at NBEC. Through continuous discussions of how to meet NBEC SIP goals, Stocktake PLCs, the impromptu meetings of staff and/or administration, and the persistent drive to ensure that all students and staff are successful, NBEC believes that collaboration throughout the school will ensure the learning needs of all students are met.</p> <p>Through strengthening collaborative processes to ensure that the learning needs for all students are met will assist the staff at NBEC to meet the needs of all students. Strengthening collaborative processes will create stronger and more meaningful avenues toward student success and academic gains.</p>
Intended Outcome	<p>Biology EOC Achievement Levels - increase 10%</p> <p>Science Grade 05 Achievement Levels - increase 10%</p> <p>Science Grade 08 Achievement Levels - increase 10%</p> <p>Civics EOC Achievement Levels - increase 10%</p> <p>US History (HS) EOC Achievement Levels - increase 10%</p>
Point Person	Doralbis Diaz (doralbis.diaz@osceolaschools.net)
Action Step	<p>NBEC will begin the process of strengthening collaborative processes by working together and creating viable Professional Learning Communities within NBEC and reaching out towards schools in Osceola County for "e-PLC collaboration."</p> <p>Step 1) creating viable Professional Learning Communities to assist teachers and staff in reaching all goals. PLCs will meet every week to discuss, review, analyze data, and plan for the the success of students. Through "e-PLC" collaborations, NBEC staff will reach out for assistance in the creation of common assessments, lesson plans, and rigorous activities to other SDOC schools.</p> <p>Step 2) consistent participation in accountability within staff, teachers, and administration in reaching all goals. With current and future accountability, NBEC advises all staff to continue with professional development. NBEC encourages all staff to participate in PD workshops provided by SDOC, as well as offers the following PD/Book Study for staff;</p> <p>>>Identifying Critical Content *August - October 2018</p> <p>>>Processing New Information *September 2018</p> <p>>>Creating Conditions for Rigorous Instruction *October - November 2018</p> <p>>>Engaging in Cognitively Complex Tasks *December 2018 - January 2019</p> <p>>>Mindfulness @ NBEC *September 2018 -April 2019</p> <p>Step 3) consistent use of Grade Cam through all grade levels and subjects. NBEC will provide training and/or assistance with Grade Cam to all instructional staff as a resource for formative assessments. Using the data from Grade Cam allows the PLC to review, analyze, and implement changes in curriculum, as needed.</p> <p>Step 4) consistent review of PLCs and NBEC staff. With the fluid nature of enrollment, NBEC staff are moved to and/or participate with several different PLCs.</p>
Description	

Step 5) The inclusion of ALL students includes the impact of all interventions and resources with ESE students.

Person Responsible Doralbis Diaz (doralbis.diaz@osceolaschools.net)

Plan to Monitor Effectiveness

Description NBEC will continue to monitor the plan for effectiveness by requiring documentation of meetings provided to the Assistant Principal at NBEC. Included with the documentation of the meeting will be data that is discussed during the meeting, the notes of what transpired, and the "next steps" for looking forward in the next meeting. All documentation will be provided to the Assistant Principal during the Pre-Stocktake meeting to prepare for the NBEC Stocktake PLC meeting.

Person Responsible Keith Anakotta (keith.anakotta@osceolaschools.net)

Activity #4

Title Ensure high levels of ELA and/or Mathematics achievement for all students
Rationale Mathematics problem solving is vital in developing logical thinkers and life-long problem solvers. Students need to be able to work and approach problem-solving in various ways.

ELA comprehension is vital in developing logical thinkers and life-long problem solvers. Students need to be able to work and approach problem-solving in various ways.

Intended Outcome Student learning gains in Mathematics and increases in math proficiency by 3%. Demonstrate at least 3% growth in students completing credit recovery courses.
Student learning gains in ELA and increases in ELA proficiency by 3%. Demonstrate at least 3% growth in students competing credit recovery courses.

Point Person Keith Anakotta (keith.anakotta@osceolaschools.net)

Action Step

Description -Using Title I funds to offer IMPACT lab instruction and remediation support.

Person Responsible Courtney Murray (courtney.murray@osceolaschools.net)

Plan to Monitor Effectiveness

Description -Monitor data through formative, summative, and diagnostic assessments.
-MTSS meetings will be held monthly to analyze data and their effectiveness of programs/ intervention placement.

Person Responsible Doralbis Diaz (doralbis.diaz@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses the notes from the group discussion to guide writing the plan.

PFEP Link

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

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.

Positive Behavior Interventions & Supports (PBIS) and Restorative Practice trainings have been scheduled through the use of Title IV funds. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students.

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

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

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

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

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

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

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

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

Total:

\$11,270.76