

School District of Osceola County, FL

New Beginnings Education Center



2019-20 Schoolwide Improvement Plan

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New Beginnings Education Center

2599 WEST VINE ST, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Ashley Condo

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

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

School Grades History

Year Grade	2012-13	2011-12	2011-12
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<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.

The 4-A's are: Attendance, Achievement, Attitude and Accountability.

Provide the school's vision statement.

New Beginnings Education Center provides a safe and comfortable environment that focuses on learning and building positive relationships.

Students need to not only demonstrate their understanding of essential knowledge and skills but also develop leadership and teamwork skills that can be used both in and outside of the school.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Wehmeyer, Nina	Principal	<p>School Based Principal - To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.</p> <p>>>Ms. Wehmeyer is responsible for school wide operations at New Beginnings Education Center. This includes all finalized decisions for students and staff. Ms. Wehmeyer participates and leads the school's StockTake process, assists and monitors the School Improvement Plan (SIP), and receives daily, weekly, and monthly reports in order to provide feedback to assist in fostering a positive school culture and success for students and staff.</p>
Anakotta, Keith	Assistant Principal	<p>School Based Assistant Principal - To assist the principal in the operation and management of all activities and functions which occur within a school. To assist the principal in all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To serve as a liaison between and among the principal to create positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.</p> <p>>>Mr. Anakotta is responsible for supporting Ms. Wehmeyer and assisting with the day to day operations at NBEC. Mr. Anthakotta 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, among other duties and responsibilities.</p>
Herring, Venena	Teacher, K-12	<p>Teacher - Teach efficiently and faithfully, using the books and material required, following the prescribed courses of study, and employing approved methods of instruction.</p> <p>>>Ms. Herring is responsible for coordinating and assisting teacher curriculum supports to allow teacher growth and student success. She is responsible for and/or the lead in: school-wide Section 504 designee, PLC facilitator assisting in coordinating and establishing norms for the PLCs at NBEC, Exceptional Student Education case manager, and classroom duties.</p>
Keenum, Carla	Other	<p>Resource Compliance Specialist - To coordinate the referral, placement, mainstream, and reevaluation process. To serve as the LEA representative at staffing and IEP meetings, to provide</p>

Name	Title	Job Duties and Responsibilities
		<p>program services when assigned and to assist the principal in coordinating all ESE functions within the school.</p> <p>>>Dr. Keenum is responsible for the day to day school based Exceptional Student Education compliance. She is the lead in Positive Behavior intervention Support and MTSS Coach for the 2019-2020 school year. Her duties include but are not limited to: ESE compliance, ESE case manager compliance, PBiS coordinator, MTSS coach, etc.</p>
Rios, Edwin	Teacher, K-12	<p>Teacher - Teach efficiently and faithfully, using the books and material required, following the prescribed courses of study, and employing approved methods of instruction.</p> <p>>>Mr. Rios is responsible for the day to day instruction of College and Career education and business liaison for NBEC. His duties include but are not limited to: coordinate career development activities, day to day instruction of college and/or career education opportunities, business liaison, and community outreach.</p>

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	1	2	2	3	2	8	13	23	23	31	41	27	31	207	
Attendance below 90 percent	0	0	1	1	1	2	1	4	1	6	6	5	5	33	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	4	9	7	5	21	14	11	71	
Level 1 on statewide assessment	0	0	0	1	0	1	4	11	8	7	17	13	10	72	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	1	1	2	5	8	7	9	20	16	12	81

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	1	2	3	5	7	9	11	8	7	6	59	
Students retained two or more times	0	0	0	0	0	1	1	2	0	1	0	2	3	10	

FTE units allocated to school (total number of teacher units)

32

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	3	4	9	22	31	44	31	34	21	3	205

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	3	4	9	22	31	44	31	34	21	3	205

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	56%	61%	0%	56%	57%

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Learning Gains	0%	57%	59%	0%	59%	57%
ELA Lowest 25th Percentile	0%	55%	54%	0%	54%	51%
Math Achievement	0%	52%	62%	0%	50%	58%
Math Learning Gains	0%	55%	59%	0%	55%	56%
Math Lowest 25th Percentile	0%	49%	52%	0%	52%	50%
Science Achievement	0%	49%	56%	0%	47%	53%
Social Studies Achievement	0%	75%	78%	0%	71%	75%

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	
Number of students enrolled	1 (0)	2 (0)	2 (0)	3 (0)	2 (0)	8 (0)	13 (0)	23 (0)	23 (0)	31 (0)	41 (0)	27 (0)	31 (0)	207 (0)
Attendance below 90 percent	0 (0)	0 (2)	1 (1)	1 (2)	1 (5)	2 (9)	1 (20)	4 (28)	1 (47)	6 (44)	6 (39)	5 (21)	5 (5)	33 (223)
One or more suspensions	0 (0)	0 (1)	0 (0)	0 (1)	0 (1)	0 (4)	0 (9)	0 (16)	0 (13)	0 (18)	0 (12)	0 (11)	0 (2)	0 (88)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	4 (0)	9 (0)	7 (0)	5 (1)	21 (0)	14 (0)	11 (0)	71 (2)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (4)	0 (3)	1 (6)	4 (14)	11 (27)	8 (26)	7 (30)	17 (29)	13 (16)	10 (2)	72 (157)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	51%	-51%	58%	-58%
	2018	0%	51%	-51%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	51%	-51%	58%	-58%
	2018	0%	48%	-48%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	48%	-48%	56%	-56%
	2018	18%	50%	-32%	55%	-37%
Same Grade Comparison		-18%				
Cohort Comparison		0%				
06	2019	25%	48%	-23%	54%	-29%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	16%	46%	-30%	52%	-36%
Same Grade Comparison		9%				
Cohort Comparison		7%				
07	2019	11%	47%	-36%	52%	-41%
	2018	3%	46%	-43%	51%	-48%
Same Grade Comparison		8%				
Cohort Comparison		-5%				
08	2019	9%	49%	-40%	56%	-47%
	2018	21%	52%	-31%	58%	-37%
Same Grade Comparison		-12%				
Cohort Comparison		6%				
09	2019	11%	47%	-36%	55%	-44%
	2018	18%	47%	-29%	53%	-35%
Same Grade Comparison		-7%				
Cohort Comparison		-10%				
10	2019	16%	47%	-31%	53%	-37%
	2018	28%	49%	-21%	53%	-25%
Same Grade Comparison		-12%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	54%	-54%	62%	-62%
	2018	0%	51%	-51%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	53%	-53%	64%	-64%
	2018	0%	53%	-53%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	8%	48%	-40%	60%	-52%
	2018	18%	52%	-34%	61%	-43%
Same Grade Comparison		-10%				
Cohort Comparison		8%				
06	2019	4%	45%	-41%	55%	-51%
	2018	8%	43%	-35%	52%	-44%
Same Grade Comparison		-4%				
Cohort Comparison		-14%				
07	2019	18%	30%	-12%	54%	-36%
	2018	14%	29%	-15%	54%	-40%
Same Grade Comparison		4%				
Cohort Comparison		10%				
08	2019	9%	47%	-38%	46%	-37%
	2018	4%	43%	-39%	45%	-41%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		5%				
Cohort Comparison		-5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	0%	45%	-45%	53%	-53%
	2018	10%	49%	-39%	55%	-45%
Same Grade Comparison		-10%				
Cohort Comparison						
08	2019	12%	42%	-30%	48%	-36%
	2018	6%	42%	-36%	50%	-44%
Same Grade Comparison		6%				
Cohort Comparison		2%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	16%	62%	-46%	67%	-51%
2018	16%	68%	-52%	65%	-49%
Compare		0%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	26%	73%	-47%	71%	-45%
2018	25%	70%	-45%	71%	-46%
Compare		1%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	25%	62%	-37%	70%	-45%
2018	24%	61%	-37%	68%	-44%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	2%	49%	-47%	61%	-59%
2018	11%	52%	-41%	62%	-51%
Compare		-9%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	44%	-33%	57%	-46%
2018	0%	39%	-39%	56%	-56%
Compare		11%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD		9			46						
ELL	8	40		7	31						
HSP	3	23		4	27	60	8	13			
WHT	31			17							
FRL	2	15		4	32	55	4	12			
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
SWD		9			46						
ELL	8	40		7	31						
HSP	3	23		4	27	60	8	13			
WHT	31			17							
FRL	2	15		4	32	55	4	12			
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
SWD		9			46						
ELL	8	40		7	31						
HSP	3	23		4	27	60	8	13			
WHT	31			17							
FRL	2	15		4	32	55	4	12			

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	190
Total Components for the Federal Index	9
Percent Tested	86%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	22
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	24
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performance data component for New Beginnings is the Algebra 1 EOC. The Algebra 1 EOC data demonstrates that between the 17/18 and 18/19 school year, there was a 9 point decrease. In reviewing the Algebra 1 and grade level FSA Mathematics data, the data states that there was a 2 point decrease in cohort comparison, as well. The students enrolled in Algebra 1 during the 18/19 school year where (a majority of) the students enrolled in grade 08 during the 17/18 school year. In comparison, both for Algebra 1 and cohort data the students enrolled in Algebra 1 demonstrated less comprehension than previous years.

In reviewing the data, NBEC noticed the following factors that contribute to low performance are: students lack of fundamental knowledge, student lack of foundational knowledge to assist in comprehension of curriculum, students lack of attendance, students loss of instructional time due to change in placement, student loss of teacher led instruction due to change in placement, student loss of instructional knowledge due to behavior consequences/discipline, and students behavior due to outside factors not controlled by NBEC.

Also, NBEC noticed that in reviewing the ESSA data the following subgroups remain well below the required agreed upon comprehension percentage. Based on the ESSA Federal Index, NBEC has an "All Students - OVERALL Federal Index" of 21 which states an "All Students - OVERALL Federal Index Below" 41%. The Total Number of Subgroups Missing the Target are 5: SWD, ELL, Hispanic, White, and FRL.

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

The greatest component showing decline for New Beginnings is ELA. New Beginnings Education Center receives a school rating which is the average of ELA and Mathematics gains for students tested. After reviewing EWS data, FSA grade level ELA, Mathematics, and EOC assessment data, NGSSS EOC assessment data, student demographic, and school ratings gains data, the lowest performing component is ELA. School ratings ELA gains dropped 15 points from the previous year. 2017-2018 ELA gains were reported at 50 points and ELA gains reported for the 2018-2019 school

year were 35 points, a 15 point decrease.

In reviewing the data, NBEC noticed the following factors that contribute to the decrease in ELA gains are: high student fluidity in enrollment, student loss of instructional time due to change in placement, student loss of teacher led instruction due to change in placement, instructional staff attempting to continue stay on pace while incoming students express lack of knowledge due to missing days of instruction, lack of student engagement within the classroom setting due to student's lack of knowledge, and students lack of knowledge and confidence in writing.

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

The data component that had the greatest gap compared to state average data is grade 05. Grade 05 had an increase in negative points in both FSA ELA and FSA Mathematics. The FSA ELA increased by negative nineteen points from a negative thirty-seven in 17/18 to a negative fifty-six in 18/19. The FSA Mathematics increased by negative nine points from a negative forty-three in 17/18 to a negative fifty-two in 18/19. This continued increase between the state average and NBEC average demonstrates a huge gap in comprehension for our grade 05 students.

In reviewing the data, NBEC noticed the following factors that contribute to the greatest gap for grade 05 are: high student fluidity in enrollment, student loss of instructional time due to change in placement, student loss of teacher led instruction due to change in placement, instructional staff attempting to continue stay on pace while incoming students express lack of knowledge due to missing days of instruction, lack of student engagement within the classroom setting due to student's lack of knowledge, and students lack of fundamental foundational knowledge to comprehend grade level content and curriculum.

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

The data component that showed the most improvement is the Geometry EOC. The Geometry EOC data had one of the positive increases from 17/18 to 18/19 for New Beginnings. NBEC students had a zero point score for the 17/18 school year and earned a positive increase of eleven points in the 18/19 school year.

In reviewing the data, NBEC noticed that the following action steps assisted in increasing the score for the Geometry EOC. The advanced math teacher implemented a foundational remediation coursework that paralleled his day to day lesson plans. The foundational remediation coursework was a diagnostic assessment and standards based alignment for students to focus on skills that are missing, misunderstood, and/or need enrichment. This remediation coursework and collaboration with his HS Math peers assisted in the growth of the Geometry EOC data.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

In reviewing EWS data, NBEC identifies the following area of potential concern: Attendance. Attendance for NBEC is a concurring issue due to the fluid enrollment of the student population and the outside factors for NBEC's middle and high school grade students. Students in grades 06-12 may have outside factors (i.e. court cases, probation violations, JDD incarceration, etc) that due to the outside factors is not relayed to NBEC and such effects the overall attendance of each student and overall student attendance percentage.

In reviewing the EWS , NBEC noticed that there is a strong connection between Attendance below 90 percent, Course failure in ELA or Math, and Level 1 on statewide assessment. With several students

included in two or more early warning indicators, it becomes apparent that NBEC has to identify the barriers that hinder the major data point of Attendance and there fore continue to hinder student achievement in ELA/Math and earning a Level 2 or higher on statewide assessments.

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

1. Increase student engagement through rigorous grade level content in every course
 >>using the ESSA and EWS data - instructional staff will focus on SIP Action Steps that assist in creating rigorous differentiated lessons that pinpoint the building blocks needed for students in the following subgroups; Students With Disabilities, English Language Learners, Hispanic, White, and Economical Disadvantaged. With best practices instructional staff will create lessons that are focused on the above subgroups and will benefit all students.
2. Increase staff engagement and participation through PLCs
 >>using PLC and peer interaction - staff will assist each other in creating and implementing rigorous and engaging lessons
 >>staff will increase support with each other to assist in the common goal of student achievement
3. Increase student achievement
 >>School Ratings ELA gains - goal 50 points
 >>School Ratings Math gains - goal 50 points
4. Increase student attendance
 >>overall attendance rate goal 90%
5. Continue to reach out to the community and business partners in order to afford NBEC students the opportunities to be college and/or career ready.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	<p>Ensure high levels of learning for all students in literacy</p> <p>Ensuring high levels of learning for all students in literacy assists in the overall success of students at NBEC.</p> <p>NBEC student's ELA gains decreased by 15 percentage points from the 17/18 to 18/19 school year. This decrease in ELA learning gains contributed to the overall decrease in School Rating Score by 10 percentage points. Reviewing the grade level and cohort data, trends were noticed that cohorts continued to demonstrate similar trends from grade level to grade level. The ELA data states that: grade 05 cohort comparison was a 0% difference, grade 07 cohort comparison was a -5% difference, grade 09 cohort comparison was a -10% difference, and grade 10 cohort comparison was a -2% difference. Grades 03-04 made a 0% difference in same grade comparison and Grades 05, 08, 09, and 10 made negative percentage difference. Students need to learn fundamental skills in ELA to demonstrate higher levels of literacy.</p>
Rationale	
State the measurable outcome the school plans to achieve	<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 an increase in learning gains in ELA. NBEC will integrate the ELL task force to address the needs of ELL students. NBEC will integrate the ESE task force to address the needs of ESE students. 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 ELA.</p> <p>FSA ELA Grades 03-10 Achievement Level 3 or higher - increase by 25%</p> <p>Due to NBEC receiving a school rating based on ELA Gains.</p> <p>ELA Gains - 50 percentage points</p>
Person responsible for monitoring outcome	<p>ESSA SubGroups</p> <p>ESE, ELL, Hispanic, White, FRL - increase OVERALL Federal Index to 41%</p> <p>Venena Herring (venena.herring@osceolaschools.net)</p>
Evidence-based Strategy	<p>Using a student-centered strategy requires is the process of identifying students' learning profile to modify student instruction to meet their diverse needs. Students enter a classroom with a wide range of skills, and this approach allows an educator to find alternative paths for students to reach their goals.</p> <p>Area of focus will be monitored for fidelity/effectiveness through the implementation of common formative assessments aligned to ELA standards, small group interventions, regular meetings with Stocktake PLC Facilitators, and the continued monitoring of the effective implementation of high yield ELL strategies.</p> <p>School Stocktake will take place monthly to report progress to the Principal on the Area of Focus</p> <p>ESE and ELL task force will monitor monthly and share at School Stocktake</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their</p>

half way point check in on progress of the Area of Focus through the School Stocktake Model.

Higher level learning closes the achievement gap quicker. If students are constantly exposed to below grade level expectations, the gap will continue to widen as the lose exposure to grade level standards and expectations.

**Rationale
for
Evidence-
based
Strategy**

School wide literacy is essential to and directly correlates to student achievement. A strong foundation in reading will help students achieve across subject areas. The ability to read, write, and think critically using complex texts prepares students to be successful in their educational career and to become productive citizens within a 21st Century society.

NBEC staff will focus on literacy instruction through out all subjects and classes. Evidence based Literacy strategies will be infused in all subjects to ensure all students are exposed to and have experience with the literacy strategies throughout the day. The intended outcome for ensuring high levels of learning for all students in literacy is increased ELA learning gains.

Action Step

1. The hiring, placement, support, and retention of effective and certified teachers in ELA positions.
2. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.
3. Teachers will provide Tier 3 instruction based on gaps in literacy foundations: phonics, phonemic awareness and fluency. The Literacy Coach will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas o need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stock-take Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.
4. Implementation of grade level Tier 1 Core ELA instruction will focus on providing ELA teachers the necessary district led professional development training, school based administrative support in academics, and assistance with grade level and content specific lesson for all.

Description

5. The Literacy Coach will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase math achievement in ESE, ELL, Free Reduced Lunch (FRL), Hispanic, white, and lowest 25%. These workshops will be led by model teachers, instructional coaches, district coaches, and administrators.
6. Once an assessment has been taken, teachers will determine individual student needs based on deficient content. Students will then receive additional resources and support to sharpen their comprehension.
7. Data Tracking Student by Standard - Teachers will track the standard, after a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.
8. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.

9. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.

10. The administration will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stock-take Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

11. Teachers will provide Tier 2 instruction based on grade level standards and content using data, student by standard tracking, collaborative planning, and data analysis.

12. Teachers will provide Tier 3 instruction based on gaps in ELA contents.

13. Through the continuous MTSS cycle, students will be identified for more intensive and direct instruction to assist him/her to meet grade level expectations will have the necessary certified teachers to lead instruction alongside the Tier 1 Core ELA instruction.

14. Specific students will be identified through support systems and/or program enrollment. Additional support will be provided in assisting with remediation based on acceptance in the ESE and/or ELL programs.

**Person
Responsible**

Keith Anakotta (keith.anakotta@osceolaschools.net)

#2	
Title	Ensure high levels of mathematics achievement for all students
Rationale	<p>Ensuring high levels of mathematical achievement for all students assists in the overall success of NBEC.</p> <p>NBEC student's Mathematics gains decreased by 5 percentage points from the 17/18 to 18/19 school year. This decrease in Mathematical learning gains contributed to the overall decrease in School Rating Score by 10 percentage points. Reviewing the grade level and cohort data, trends were noticed that cohorts continued to demonstrate similar trends from grade level to grade level. The Mathematical data states that: grade 05 cohort comparison was a -10% difference, grade 06 cohort comparison -14% difference, and grade 08 cohort comparison was a -5% difference. Grades 03-04 made a 0% difference in same grade comparison and Grades 05, 06, and 08 made negative percentage difference. Algebra 1 EOC continued a negative trend with a -9% difference from the 17/18 to 18/19 school year.</p>
State the measurable outcome the school plans to achieve	<p>The intended outcome for ensuring high levels of mathematical achievement for all students at NBEC demonstrates a continued focus on all students, including the ESE, ELL, Hispanic, White, and FRL population. The continued emphasis on mathematics will assist in the assurance of high level instruction. NBEC integrates the ELL task force to address the needs of ELL students and integrates the ESE task force to address the needs of ESE students. Through targeted support of students in all areas of Mathematics (i.e. grade level, Algebra 1, Geometry, etc.) assessed by the Florida Standards Assessment, it is our goal to increase overall student achievement in Mathematics</p> <p>FSA Mathematics Grades 03-08/EOC Achievement Level 3 or higher - increase by 25%</p> <p>Due to NBEC receiving a school rating based on Math Gains. Math Gains - 50 percentage points</p> <p>ESSA SubGroups ESE, ELL, Hispanic, White, FRL - increase OVERALL Federal Index to 41%</p>
Person responsible for monitoring outcome	<p>Venena Herring (venena.herring@osceolaschools.net)</p> <p>Using a student-centered strategy and rigorous standards-based activities, it allows us to identify students' learning profile to modify student instruction to meet their diverse needs. Students enter a classroom with a wide range of skills, and this approach allows an educator to find alternative paths for students to reach their goals.</p>
Evidence-based Strategy	<p>Area of focus will be monitored for fidelity/effectiveness through the implementation of common formative assessments aligned to all Mathematical standards, small group interventions, regular meetings with Stocktake PLC Facilitators, and the continued monitoring of the effective implementation of high yield ELL/ESE strategies.</p> <p>Principal and leadership team will conduct daily walk-through of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Weekly PLC meetings with teams.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their</p>

half way point check in on progress of the Area of Focus through the School Stocktake Model.

Interpreting and desegregating student data allows the teacher to identify needs of their class, as well as individual student needs. Students also learn to take account of their own learning, set measurable goals, and identify their strengths and weaknesses.

**Rationale
for
Evidence-
based
Strategy**

NBEC is focusing on ensuring high levels of learning for all students in all areas of Mathematics. NBEC staff will focus on mathematical instruction through out all subjects and classes. Evidence based Mathematical strategies will be infused in all mathematical subjects to ensure all students are exposed to and have experience with the strategies throughout the day. The intended outcome for ensuring high levels of learning for all students in all mathematics are for NBEC students to demonstrate grade level comprehension and a continued increase in mathematical learning that is demonstrated in end of year Math learning gains.

Action Step

1. The hiring, placement, support, and retention of effective and certified teachers in Mathematics positions.

2. Teachers will provide Tier 2 and/or Tier 3 instruction based on gaps in mathematical literacy foundations: math fluency, number sense, numeracy, algebraic thinking, etc., The school leadership team will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stock-take Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

3. Implementation of grade level Tier 1 Core Mathematics instruction will focus on providing Math teachers the necessary district led professional development training, school based administrative support in academics, and assistance with grade level and content specific lesson for all.

Description

4. The school leadership team will develop a professional development/training calendar that will focus on ensuring a shift in teacher instruction that will increase math achievement in ESE, ELL, FRL, Hispanic, white, and lowest 25%. These workshops will be led by model teachers, instructional coaches, district coaches, and administrators

5. Teacher will analyze assessments and determine individual student needs based on errors made. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used.

6. Teachers will track student data by Standard - After a standard has been assessed, teachers will place student scores in the tracker. Teachers will provide interventions as needed and reassess students to monitor their learning.

7. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.

8. Students will track their own learning through teacher provided success criteria.

9. Teachers will provide individual student data chats, while working with students to set goals for themselves, which will be monitored with subsequent data chats.

10. The administration will provide professional development sessions to teachers as they request it and the need arises. The Leadership Team will determine areas of need through observation and data. Development sessions are data driven based off of data collected through Leadership Walks, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

11. The LRS will provide focused professional development based on assessment data to close the foundation gap of the lowest 25%, ESE, ELL, Hispanic, White, and FRL populations.

12. Learning Resource Specialist (LRS), PLCs, and instructional peers, all math teachers shall continue the day to day instruction of all students in math. To ensure high levels of mathematical achievement.

13. All math teachers will continue to assess student growth through day to day instruction, formal and informal assessments, diagnostics, and MTSS process, to continue to follow the action plan on increasing student engagement, increasing student comprehension, and increase student achievement.

14. Specific students will be identified through support systems and/or program enrollment. Additional support will be provided in assisting with remediation based on acceptance in the ESE and/or ELL programs

Person Responsible	Keith Anakotta (keith.anakotta@osceolaschools.net)
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#3	
Title	Ensure high levels of learning for all students in science
Rationale	<p>Ensuring high levels of learning for all students in science assists in the overall success of students at NBEC.</p> <p>NBEC's grade 05 Science decreased by 10 percentage points, grade 08 Science increased by 2 percentage points, and Biology EOC remained the same from the 17/18 to 18/19 school year. Reviewing the grade level/cohort data, trends were noticed that cohorts continued to demonstrate similar trends from grade level to grade level throughout the state. Similar trends were noticed between grade levels that participated in both grade level FSA ELA and grade level FSA Mathematics/EOC. Students need to learn fundamental skills in both ELA and Mathematics to demonstrate higher levels of literacy in Science. For students to pursue the next level of careers, students will need to demonstrate a combination of ELA, Mathematics, and Scientific knowledge. Reaching our ESE, ELL, Hispanic, White, & FRL students allows us to reach all students.</p>
State the measurable outcome the school plans to achieve	<p>The intended outcome for ensuring high levels of learning for all students in Science is for NBEC students to demonstrate a continued increase in both ELA and Mathematical learning gains and therefore demonstrate a higher level of comprehension in Science. NBEC will integrate the ELL task force to address the needs of ELL students. NBEC will integrate the ESE task force to address the needs of ESE students. Through targeted support of students in all areas of Science assessed by the Florida Standards Assessment, it is our goal to increase overall student achievement in both ELA and Mathematics, and therefore allow students to demonstrate higher level of Science achievement.</p> <p>NGSSS grade level/EOC Achievement Level 3 or higher - increase by 25%</p> <p>ESSA SubGroups ESE, ELL, Hispanic, White, FRL - increase OVERALL Federal Index to 41%</p>
Person responsible for monitoring outcome	Venena Herring (venena.herring@osceolaschools.net)
Evidence-based Strategy	<p>Higher level learning closes the achievement gap quicker. If students are constantly exposed to below grade level expectations, the gap will continue to widen as they lose exposure to grade level standards and expectations.</p> <p>The identified area of focus will be monitored for fidelity and effectiveness through the implementation of common formative assessments aligned to all NGSSS Science standards, small group interventions, regular meetings with Stocktake PLC Facilitators, PLC members, continuous walk-throughs by the leadership team and the continued monitoring of the effective implementation of high yield ELL strategies.</p> <p>Continuous monitor and reviewing of the School Improvement Plan (SIP) in order to achieve the goal of student achievement and growth in Science. During weekly PLC meetings and monthly school stocktakes, NBEC's SIP will be reviewed, placed into context, and questioned to see if any action steps need to be revised in order to achieve the overall goal of student success.</p>
Rationale for Evidence-	<p>NBEC is focusing on ensuring high levels of learning for all students in Science. NBEC will focus on literacy and mathematical instruction throughout all science subject/classes.</p> <p>Evidence based Literacy, Mathematical, and Science strategies will be infused in all</p>

**based
Strategy**

science subjects to ensure all students are exposed to and have experience with all the strategies throughout the day. The intended outcome for ensuring high levels of learning for all students in literacy and mathematics are for all NBEC students to demonstrate grade level comprehension and a continued increase in all science courses in the end of year assessments.

Using a student-centered strategy and rigorous standards-based activities. It allows us to identify students' learning profile to modify student instruction to meet their diverse needs. Students enter a classroom with a wide range of skills, and this approach allows an educator to find alternative paths for students to reach their goals.

Action Step

1. The hiring, placement, support, and retention of effective and certified teachers in Science positions. standards.
2. Implementation of grade level Tier 1 Core Science instruction will focus on providing all Science teachers the necessary district led professional development training, school based administrative support in academics, and assistance with grade level and content specific lesson for all.
3. Science teachers will meet in their PLCs to collaborate on student academic plans for success and remediation.
4. Continuous MTSS cycle, students that are identified in need of more intensive and direct instruction to assist him/her to meet grade level expectations will have the necessary certified teachers to lead instruction alongside the Tier 1 Core Science instructor.
5. Intensive and direct instruction will be provided in the necessary components that assist the student and are led by the progress or lack of progress of each individual student.

Description

6. Specific students will be identified through support systems and/or program enrollment. Additional support will be provided in assisting with remediation based on acceptance in the ESE and/or ELL programs.
7. Additional support will be prepared and implemented for all students based on grade level diagnostics, previous year's NGSSS Science assessment scores, school-based classroom assignments, EWS, lowest quartile notification, and the student's ability to learn, comprehend, sustain, and explain the critical content of the lesson.
8. The continuous model will be every stocktake with the input of the ESE and ELL task force.
9. Teachers will implement the use of high complexity tasks and assessments in all classrooms, Teachers will implement the use of collaborative structures during the guided practice component of the "Gradual Release Instructional Delivery Model. Professional development and continued implementation of deconstructing standards, teacher delivery and student rigorous tasks, writing higher order thinking questions, Administration will collaborate with the Literacy Coach/School Leadership Team to provide additional modeling on the implementation of rigorous tasks for teachers who need additional support. Teachers will implement the use of high complexity tasks and assessments in all classrooms which are aligned to the Benchmarks and the Item Specifications.

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

#4	
Title	<p>Ensure a school-wide post secondary culture for all students</p> <p>Each generation of students that pass through the classrooms of today's teachers are the next generation of citizens that will shape our country and the world. Today's students need to be exposed to all the possibilities he/she will have when they leave high school. A school-wide post secondary culture not only focuses on the academics that lead to higher education but to the possibilities of vocational and/or ways of service.</p>
Rationale	<p>Creating and ensuring a positive school-wide post secondary culture allows both school staff and students the understanding that all students have the opportunities to create his/her future path. A post secondary culture allows staff to discuss the ranging topics of higher education, vocational training, internships, and social volunteering as options for every student.</p> <p>Ensuring a school-wide post secondary culture for all students includes our ESE/SWD, ELL, Hispanic, White, and FRL/Economically Disadvantaged student population. All students means All students.</p>
	<p>New Beginnings Education Center's school plan to ensure a school-wide post secondary culture for all students revolves around the belief of staff members that all students have the choice to create a positive future.</p>
	<p>Measurable goals for High School students; grade 9-12 - 100% participation in NBEC College and Career Fair, 100% participation in business partner presentations</p>
State the measurable outcome the school plans to achieve	<p>grade 12 - 95% graduation rate, 80% measurable post secondary plan, 100% FAFSA completion >>2 real time interviews per student grade 11 - 75% graduation ready, 50% measurable post secondary plan, >>2 mock interviews per student grade 10 - 25% graduation ready >>1 mock interview per student grade 09 - earn all credits needed for promotion to grade 10</p>
	<p>Measurable goals for Elementary/Middle Grade students; grade 6-8 - 100% exposure by staff to post secondary choices including college/vocational training</p>
	<p>grade K-5 - 100% exposure by staff to post secondary choices including college/vocational training</p>
Person responsible for monitoring outcome	Edwin Rios (edwin.rios@osceolaschools.net)
Evidence-based Strategy	<p>Networks for Student Support - Research shows that youth benefit from having a support network. Both 'formal' (agency based) networks and 'informal' (friends, family, community members) networks enhanced youth success.</p> <p>Individualized Career Development - Career Development refers to the process used by an</p>

individual to form a work identity.

Work Experience - During the high school years, participation in real life work experiences that closely resemble adult environments has been identified as a high predictor of successful adult outcomes.

Social/Social-Emotional skills - Social competencies are critical to successful participation in the adult community life. Employers report that inability to meet the social expectations of the community and workplace remains as a top reason why employees (disabled or not) lose their jobs.

Academic, Vocational, Occupational Education and Preparation - requires aspects of academic preparation as well as vocational/ occupational preparation.

Parental Involvement, Support, and Expectations - Parent, guardian or other caretaker participation is essential to an individual's ongoing success.

Self Determination - A successful adult reflects self-management and direction, often referred to as Self-Determination.

**Rationale
for
Evidence-
based
Strategy**

As with all students that enroll at NBEC, the goal for students is to achieve success. All students at NBEC, Kindergarten through grade 12, are exposed to and expected to participate in events by or through NBEC that deal with post secondary choices. Researching evidence based strategies for post secondary options led me to the state of Ohio Employment First network. Employment First published a guide to assist in the guidance of students for post secondary choices. The evidence based strategies are predictors from the report that align to how students need to be prepared to enter higher education, vocational training, and/or the workforce after he/she graduates/leaves high school.

All evidence based strategies above can focus on and assist with ESE/SWD, ELL, Hispanic, White, and FRL/Economical Disadvantaged students. Each strategy is based on the ability to plan for his/her future with support.

Action Step

1. Continued exposure to post secondary plans for all Kinder-grade 12 students through NBEC staff, community members, parent/guardian volunteers, and business partners. All NBEC students will be equally exposed to post secondary options based on grade levels and appropriate presentations provided by staff. All NBEC students are encouraged to research and question post secondary choices based on grade level expectations throughout the academic school year.

Description

2. The college career educator and business partner will continue to reach out to academic post secondary institutions, vocational programs, business partners, and the community to expose all students to as many future opportunities as possible.

2. High School students have an expectation to develop a "post secondary plan" when he/she leaves the school district as a student. All students are expected to meet all graduation requirements with assistance from NBEC staff and administration. All NBEC high school students are to participate in NBEC College and Career Fair & NBEC Business Partner presentations. All NBEC students are expected to create individualized post secondary plans (i.e. higher education, vocational training, armed forces, etc.)

3. School wide post secondary plans include the continued exposure to all students K-12 in post secondary choices/options. School leadership will continue to expect all students to be exposed to and have interaction with all NBEC Business Partners to allow relations to be created and fostered. NBEC college career educator and school leadership will continue to reach out to our community, business partners, volunteers and mentors to foster positive relationships with all students for a successful future.

4. NBEC will continue to reach out to ESE, Multicultural, and F.I.T. in order to connect will all NBEC students. ESE, ELL, Hispanic, White, and FRL populations will be focused with additional assistance by paraprofessionals and support staff in order to express the positive opportunities in the future.

Person Responsible	Keith Anakotta (keith.anakotta@osceolaschools.net)
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#5	
Title	<p>Strengthen collaborative processes to ensure that the learning needs of all students are met (with the PLC Action Plan embedded within the action steps and monitoring)</p> <p>The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.</p>
Rationale	<p>Strengthen collaborative processes to ensure that the learning needs to all students are met (with the PLC action plan embedded within the action steps and monitoring). Through extensive research, it is stated that collaboration of educators assists in the high levels of achievement for all students. Then if teachers participate with fidelity in Professional Learning Communities (PLC) and/or collaborative teams that in which produce highly engaging lessons using high level strategies and best practices that work along with monitoring the progress of students through instruction, then student achievement will increase.</p>
State the measurable outcome the school plans to achieve	<p>New Beginnings Education Center's measurable outcome for strengthening the collaborative process to ensure the needs of all student learners are met is the participation of all NBEC staff in Professional Learning Communities (PLC) and/or collaborative teams.</p> <p>All ELA, Reading, Math, Science, Civics, and US History PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data.</p> <p>All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.</p> <p>ELA, Math, proficiency and gains will increase by 25% points in all sub groups.</p> <p>Science proficiency will increase by 20% points in all sub groups</p> <p>Social Studies proficiency will increase by 20% points in all sub groups.</p>
Person responsible for monitoring outcome	<p>Keith Anakotta (keith.anakotta@osceolaschools.net)</p> <p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.</p>
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre-Mid-End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs.

3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

**Rationale
for
Evidence-
based
Strategy**

If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.

Using research from Marzano, Hattie, etc., allows all participants the ability to engage students with highly engaging, highly complex, rigorous, and levels of achievement.

Action Step

1. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.

2. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.

3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes.

Description

4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform.

5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team.

6. A PLC Guiding Coalition will be formed to oversee the process.

7. District formative assessments will be given every four and a half weeks in all accountability areas.

8. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).

**Person
Responsible**

Keith Anakotta (keith.anakotta@osceolaschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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 in our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school meetings, remind101 announcements, and NBEC website. Parents are asked for their input on activities and training 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.

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

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 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.

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.

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

NBEC staff are encouraged to display and share information on his/her post secondary academic career with students, parents, and the community. Staff are encouraged to share college information and alma mater he/she graduated from.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			9036 - New Beginnings Education Center	Title, I Part A		\$300.00
			Notes: Ensuring high levels of learning for all students in Literacy - Fall 2019 Title I event will focus on encouraging and fostering parental involvement with students and staff of NBEC in the subject of Literacy. This event reaches out to parents and the community to assist in all students succeeding. Parents and the community support delivered through the Title I event assists in the continued growth of students.			
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			9036 - New Beginnings Education Center	Title, I Part A		\$300.00
			Notes: Ensuring high levels of learning for all students in Mathematics - Spring 2020 Title I event will focus on encouraging and fostering parental involvement with students and staff of NBEC in the subject of Math. This event reaches out to parents and the community to assist in all students succeeding. Parents and the community support delivered through the Title I event assists in the continued growth of students.			
3	III.A.	Areas of Focus: Ensure high levels of learning for all students in science				\$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			9036 - New Beginnings Education Center	Title, I Part A		\$300.00
			Notes: Ensuring high levels of learning for all students in Science - Spring 2020 Title I event will focus on encouraging and fostering parental involvement with students and staff of NBEC in the subject of Science. This event reaches out to parents and the community to assist in all students succeeding. Parents and the community support delivered through the Title I event assists in the continued growth of students.			
4	III.A.	Areas of Focus: Ensure a school-wide post secondary culture for all students				\$47,104.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			9036 - New Beginnings Education Center	Title, I Part A	1.0	\$47,104.00
			Notes: Impact lab - Supplemental Non-Classroom Instructional Staff focusing on specific strategies and supports that enable students to achieve credit recovery toward graduation. This supplemental instruction focuses on student success in ensuring a school-wide post secondary culture and opportunity for students to reach graduation.			
5	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met (with the PLC Action Plan embedded within the action steps and monitoring)				\$0.00
Total:						\$48,004.00