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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: 6/15/2020

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

### 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](http://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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## New Beginnings Education Center

2599 WEST VINE ST, Kissimmee, FL 34741

www.osceolaschools.net

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Combination School KG-12</p>	<p><b>2019-20 Title I School</b></p> <p>Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>Alternative Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>%</p>

### School Grades History

<p><b>Year</b></p> <p><b>Grade</b></p>	<p><b>2012-13</b></p>	<p><b>2011-12</b></p>	<p><b>2011-12</b></p>
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### School Board Approval

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### SIP Authority

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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.

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, position title, and job duties/responsibilities 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>&gt;&gt;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>
Paul-Zin, Georgette	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>&gt;&gt;Mrs. Paul-Zin is responsible for supporting Ms. Wehmeyer and assisting with the day to day operations at NBEC. Mrs. Paul-Zin as 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>&gt;&gt;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>&gt;&gt;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>&gt;&gt;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>

**Demographic Information**

**Principal start date**

Monday 6/15/2020, Ashley Condo

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

**Total number of teacher positions allocated to the school**

27

**Demographic Data**

<p><b>2020-21 Status</b> (per MSID File)</p>	<p>Active</p>
<p><b>School Type and Grades Served</b> (per MSID File)</p>	<p>Combination School KG-12</p>
<p><b>Primary Service Type</b> (per MSID File)</p>	<p>Alternative Education</p>

<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	0	4	0	1	0	3	8	21	27	31	42	22	29	188
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	2	10	13	16	18	10	15	84
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	4	3	12	17	10	10	0	56

**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	0	0	2	0	0	0	0	0	3	6	11

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

**Date this data was collected or last updated**

Monday 6/15/2020

**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	
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

**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
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

**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%
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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**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	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%
	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%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	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%
Same Grade Comparison		5%				
Cohort Comparison		-5%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	16%	62%	-46%	67%	-51%
2018	16%	68%	-52%	65%	-49%
Compare		0%			

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	26%	73%	-47%	71%	-45%
2018	25%	70%	-45%	71%	-46%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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.

<b>ESSA Federal Index</b>	
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%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
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%	2
<b>Native American Students</b>	
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%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
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%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	23

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
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%	0
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%	0
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%	2
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%	2

## 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 18/19 to 19/20 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 19/20 school year where (a majority of) the students enrolled in grade 08. 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. 2019-2020 ELA gains were reported at 50 points and ELA gains reported for the 2019-2020 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 18/19 to 19/20 for New Beginnings. NBEC students had a 11 points score for the 18/19 school year and earned a positive trend of 35% points in the 19/20 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?**

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 45 points  
>>School Ratings Math gains - goal 45 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. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

Ensuring high levels of learning for all students in literacy assists in the overall success of students at NBEC.  
 NBEC student's ELA gains decreased by 15 percentage points from the 18/19 to 19/20 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.

**Measurable Outcome:**

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.

FSA ELA Grades 03-10 Achievement Level 3 or higher - increase by 25%

Due to NBEC receiving a school rating based on ELA Gains.  
 ELA Gains - 50 percentage points

ESSA SubGroups  
 ESE, ELL, Hispanic, White, FRL - increase OVERALL Federal Index to 41%

**Person responsible for monitoring outcome:**

Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

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.

**Evidence-based Strategy:**

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.

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

ESE and ELL task force will monitor monthly and share at School Stocktake.

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:** According to Marzano (2001), " Reading, such a content-specific model should address important aspects of reading and reading instruction, such as concepts of print, word recognition, fluency, vocabulary, comprehension, grouping strategies, the role of culture, and the unique needs of English learners and struggling readers, among others." 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 Steps to Implement**

1. Teachers will be highly qualified in their content area.
2. Teachers will provide Tier 2 and/or Tier 3 instruction based on gaps in literacy foundations and writing expectations. The MTSS Team along with PLC's will determine areas of need through observation and data.
3. Implementation of grade level Tier 1 Core ELA Instruction will focus on providing students the supports in academics and provide content specific lesson for all.
4. The school team will develop a PD/training provide strategies to increase achievement in ESE, ELL, FRL, Hispanic, white, and lowest 25%. These will be led by model teachers, instructional coaches, district coaches, and administrators.
5. Teacher will analyze assessments, Ellevations, School City, Khan Academy, Achieve 3000, PSAT data to individualize student needs. Students will then receive interventions based on those errors to clarify any misconceptions about a particular strategy used.

**Person Responsible** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

6. During PLC's teachers will continue to view student data and determine appropriate next steps based on individual student needs.
7. 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.
8. All ELA and reading 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.
9. 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** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

**#2. Other specifically relating to Post Secondary Culture for all students**

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.

**Area of Focus Description and Rationale:**

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.

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.

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.

Measurable goals for High School students:  
Senior grads- 85% Graduation rate 19/20

grade 9-12 - 100% participation in NBEC College and Career Fair, 100% participation in business partner presentations

grade 12 - 95% graduation rate, 80% measurable post secondary plan, 100% FAFSA completion

**Measurable Outcome:**

grade 11 - 75% graduation ready, 50% measurable post secondary plan,

grade 10 - 25% graduation ready

grade 09 - earn all credits needed for promotion to grade 10

Measurable goals for Elementary/Middle Grade students;

grade 6-8 - 100% exposure by staff to post secondary choices including college/vocational training

grade K-5 - 100% exposure by staff to post secondary choices including college/vocational training

**Person responsible for monitoring outcome:**

Edwin Rios (edwin.rios@osceolaschools.net)

**Evidence-based Strategy:**

Individualized Career Development - Career Development refers to the process used by an 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 - 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.

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. According to US. Dept. of Education (March 2016), "It is in America's interest to advance both access to higher education for low-income students, and success once they enroll. To thrive in today's global economy, the United States must harness the potential of every person."

All evidence based strategies will focus on assisting all students including 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.

**Rationale for Evidence-based Strategy:**

**Action Steps to Implement**

1. Continued exposure to post secondary plans for all K-12 students through staff, community members, parent/guardian volunteers, and business partners. All students will be equally exposed to post secondary options based on grade levels and appropriate presentations provided by staff. All students are encouraged to research and question post secondary choices based on grade level expectations throughout the academic school year.
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.
3. HS students will 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 staff and administration. All high school students are to participate in College and Career Fair, Business Partner presentations and the use of XELLO.

**Person Responsible** Edwin Rios (edwin.rios@osceolaschools.net)

4. 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.

5. NBEC will continue to reach out to ESE, Multicultural, and F.I.T. in order to connect with 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** Edwin Rios (edwin.rios@osceolaschools.net)

**#3. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Ensuring high levels of mathematical achievement for all students assists in the overall success of NBEC.

NBEC student's Mathematics gains decreased by 5 percentage points from the 18/19 to 19/20 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 18/19 and 19/20 school year.

**Measurable Outcome:**

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

FSA Mathematics Grades 03-08/EOC Achievement Level 3 or higher - increase by 25%

Due to NBEC receiving a school rating based on Math Gains.  
Math Gains - 50 percentage points

ESSA SubGroups  
ESE, ELL, Hispanic, White, FRL - increase OVERALL Federal Index to 41%

**Person responsible for monitoring outcome:**

Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

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.

**Evidence-based Strategy:**

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.

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.  
Weekly PLC meetings with teams.

**Rationale for**

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

**Evidence-based Strategy:** learning, set measurable goals, and identify their strengths and weaknesses. Studies show that the analysis of student assessment data serves a critical role in teacher decision making and meeting the diverse needs of individual students. Additionally, collaborative analysis of summative assessments to adjust instruction produces significant learning gains for all students, including those with disabilities. Marzano (2003), Reeves (2010), Dufour, et al (2010)

### Action Steps to Implement

1. The hiring, placement, support, and retention of effective and certified teachers in Mathematics positions.
2. Teachers will provide Tier 2-3 instruction based on gaps in mathematical literacy foundations: math fluency, number sense, numeracy, algebraic thinking, etc., 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.
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.
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%.

**Person Responsible** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

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.

**Person Responsible** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

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 using 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.

**Person Responsible** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

13.. 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** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

**#4. Instructional Practice specifically relating to Science**

<b>Area of Focus Description and Rationale:</b>	<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 18/19 and 19/20 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, &amp; FRL students allows us to reach all students.</p>
<b>Measurable Outcome:</b>	<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>
<b>Person responsible for monitoring outcome:</b>	<p>Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)</p> <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>
<b>Evidence-based Strategy:</b>	<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>
<b>Rationale for Evidence-based Strategy:</b>	<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. Evidence based Literacy, Mathematical, and Science strategies will be infused in all science subjects to ensure all students are exposed to and have experience with all the strategies daily. Using a student-centered strategy and rigorous standards-based activities.</p>

It allows us to identify students' learning profile to modify student instruction to meet their diverse needs.  
Research illustrates a correlation between student achievement and the development of an achievable, rigorous and aligned curriculum. Additionally, schools that consistently utilize common assessments have the greatest student achievement. The use of common formative assessments, when well implemented, can effectively double the speed of learning, (William. 2007), (Marzano, 2003)

### Action Steps to Implement

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.

**Person Responsible** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

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.
6. Specific students will be identified through support systems 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, implement the use of collaborative structures during the guided practice component of the "Gradual Release".

**Person Responsible** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

**#5. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

<b>Area of Focus Description and Rationale:</b>	ESSA data showed in 2019-2020 school year the school had two sub groups below 25% ESSA level.
<b>Measurable Outcome:</b>	ESSA data for 2019-2020 ESE 14% and ELL 22% will increase to above 35% in sub groups.
<b>Person responsible for monitoring outcome:</b>	Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)
<b>Evidence-based Strategy:</b>	Teachers will differentiate instruction in academically diverse classroom using various tools such as ELLevations, Khan Academy and Achieve 3000.
<b>Rationale for Evidence-based Strategy:</b>	<p>According to Tomlinson and Demirsky (2000), "In this environment, school leaders must build bridges for change. As the system now stands, many students spend great portions of their lives feeling inferior if they struggle, invisible if they already know the material, problematic if they're not a child of the dominant culture, and perverse if they question the school agenda."</p> <p>So, NBEC will be using strategies these five strategies to address the needs of our ESSA students:</p> <ol style="list-style-type: none"> <li>1. Identify local needs</li> <li>2. select relevant evidence-based interventions</li> <li>3. plan for implementation</li> <li>4. implement</li> <li>5. examine and reflect</li> </ol>

**Action Steps to Implement**

1. Identify the root causes (Language or intellectual) of the gap with performance goals (PLC's, stocktake, MTSS team)
2. Use data collected from various assessments such as NWEA, School city, ELLevations, ect.
3. Planning strategic implementation of strategies to attain understanding in area targeted.
4. Implement the targeted interventions through Tier 1, 2, 3
5. Examine the outcome and reflect on learning. If the intervention does not accomplish the goal, revisit the delivery or strategy used and modify the intervention accordingly.
6. Solicit support from our ESE and ELL experts such RCS and ECS and district resource teacher.

**Person Responsible** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

**#6. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus**  
**Description and Rationale:** It is evident that incorporating SEL strategies into the curriculum will improve the ability of students to excel academically as well as develop strategies to work through life events effectively.

**Measurable Outcome:** In 2019-2020 the SEL climate survey that 38% of students showed favorable answers for schools. It is our goal to increase that by 10% for the year 2020-2021.

**Person responsible for monitoring outcome:** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

**Evidence-based Strategy:**  
 Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior.  
 Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations like stress/impulses, motivation, and setting personal and academic goals.  
 Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.  
 Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, negotiating conflict, and seeking and offering help when needed.  
 Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.”(<http://www.casel.org/social-and-emotional-learning/core-competencies>)

**Rationale for Evidence-based Strategy:** Research shows that SEL can have a positive impact on school climate and promote a host of academic, social, and emotional benefits for students. (Durlak, Weissberg et al.’s) recent meta-analysis of 213 rigorous studies of SEL in schools indicates that students receiving quality SEL instruction demonstrated.

**Action Steps to Implement**

1. Classroom Lesson plans
2. Purpose prep mental health for grades K-12
3. evidenced based social and emotional curriculum: Second Step, Stanford Harmony, zones of regulation
4. Panorama Play book
5. SEL lessons integrated in the CUPS and core subjects

**Person Responsible:** Georgette Paul-Zin (georgette.paulzin@osceolaschools.net)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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, blackboard announcements, Remind 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. NBEC administration will make all effort to hire, place, support, and retain effective and certified teachers for all positions.

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. NBEC has establish a clear implementation of grade level Tier 1 strategies throughout content areas for teacher and student academic accountability. Tier 2-3 interventions will be developed to increase the achievement gap for our lowest 25%, ESE, ELL and FRL populations.

Through our SAC committee, community partners and family support personnel, our staff establishes a felling of inclusiveness and support for the family nucleus. It is a priority for the school to address the academic and emotional challenges of individual students on an individual basis.

School safety is of the utmost importance. NBEC prides itself on our ability to create a structured environment where a student can "Believe to Achieve". As our students follow our four A's, NBEC has clear expectations that are synonymous with real life scenarios.

**Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$4,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		9036 - New Beginnings Education Center	Title, I Part A		\$4,600.00
<i>Notes: Ensuring high levels of learning for all students in literacy assists in the overall success of students at NBEC. NBEC student's ELA gains decreased by 15 percentage</i>						

		<p><i>points from the 18/19 to 19/20 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. (PD)</i></p>				
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Other: Post Secondary Culture for all students</b>				<b>\$951.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		9036 - New Beginnings Education Center	Title, I Part A		\$951.00
		<p><i>Notes: Increasing parent involvement and community engagement through open house, parent informational nights and community invitations to impact their child's learning experience.</i></p>				
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		9036 - New Beginnings Education Center	Title, I Part A		\$2,000.00
		<p><i>Notes: Ensuring high levels of mathematical achievement for all students assists in the overall success of NBEC. NBEC student's Mathematics gains decreased by 5 percentage points from the 18/19 to 19/20 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.</i></p>				
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		9036 - New Beginnings Education Center	Title, I Part A		\$2,000.00
		<p><i>Notes: Ensuring high levels of learning for all students in science assists in the overall success of students at NBEC. 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 18/19 to 19/20 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, &amp; FRL students allows us to reach all students.</i></p>				
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups</b>				<b>\$0.00</b>
<b>6</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$9,551.00</b>