

Collier County Public Schools

New Beginnings Immokalee



2019-20 Schoolwide Improvement Plan

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New Beginnings Immokalee

800 IMMOKALEE DR, Immokalee, FL 34142

[no web address on file]

Demographics

Principal: Brent Klein

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 2-8
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)	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	Southwest
Regional Executive Director	
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 Collier 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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Combination School 2-8</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

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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 goal of New Beginnings is to provide an alternative route for students that have not been successful in the traditional school setting, primarily for disciplinary reasons. They have challenging home lives and we strive to provide the support and structure that they need to be successful in their zones schools when they return. Students are encouraged to reclaim responsibility and become active participants in their educational experience.

Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community and global responsibilities.

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
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals and handles all staff hiring for the two New Beginnings sites. She delegates the leadership team's duties and manages the finances. She reports to the district and ensures that New Beginnings is in compliance with all state and district requirements. She does an evaluation on each staff member. Dr. Janssen ensures that her three assistant principals are up to date with program and district information by holding weekly debriefs, along with leadership team meetings bi-weekly will all of the lead teachers and key people in leadership roles.
Cox, Dan	Assistant Principal	Dr. Daniel Cox serves as the on site leader for New Beginnings Immokalee. He completes the evaluations, and monitors the data for this program. He serves in both the curriculum and instruction role and attendance and discipline role. He is responsible for the textbook orders, instructional supplies and laptops, and the facilities. He compiles the school improvement plan, and gathers information from the other sites. He supervises the testing coordinator for the Naples New Beginnings program.

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	0	0	1	1	6	8	9	8	0	0	0	0	33
Attendance below 90 percent	0	0	0	1	0	2	3	5	6	0	0	0	0	17
One or more suspensions	0	0	0	1	1	5	14	16	12	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	1	0	2	5	0	5	0	0	0	0	13

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	0	2	6	5	7	0	0	0	0	21

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	0	2	0	0	3	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

4

Date this data was collected or last updated

Monday 8/19/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	0	0	1	2	3	1	11	1	0	0	0	0	19
One or more suspensions	0	0	0	2	5	12	8	11	0	0	0	0	0	38
Course failure in ELA or Math	0	0	0	1	3	5	0	12	1	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	1	3	5	0	12	1	0	0	0	0	22

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	2	4	1	12	1	0	0	0	0	21

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%	59%	61%	0%	60%	57%
ELA Learning Gains	0%	61%	59%	0%	55%	57%
ELA Lowest 25th Percentile	0%	63%	54%	0%	54%	51%
Math Achievement	0%	66%	62%	0%	63%	58%
Math Learning Gains	0%	61%	59%	0%	65%	56%
Math Lowest 25th Percentile	0%	58%	52%	0%	58%	50%
Science Achievement	0%	46%	56%	0%	68%	53%
Social Studies Achievement	0%	83%	78%	0%	79%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	2	3	4	5	6	7	8	
Number of students enrolled	0 (0)	1 (0)	1 (0)	6 (0)	8 (0)	9 (0)	8 (0)	33 (0)
Attendance below 90 percent	0 ()	1 ()	0 ()	2 ()	3 ()	5 ()	6 ()	17 (0)
One or more suspensions	0 (0)	1 (0)	1 (0)	5 (0)	14 (0)	16 (0)	12 (0)	49 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	1 (0)	0 (0)	2 (0)	5 (0)	0 (0)	5 (0)	13 (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.

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					
	2018	0%	59%	-59%	57%	-57%
Cohort Comparison						
04	2019	0%	58%	-58%	58%	-58%
	2018	0%	60%	-60%	56%	-56%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	0%	60%	-60%	56%	-56%
	2018	0%	59%	-59%	55%	-55%
Same Grade Comparison		0%				
Cohort Comparison		0%				
06	2019	0%	56%	-56%	54%	-54%
	2018	7%	56%	-49%	52%	-45%
Same Grade Comparison		-7%				
Cohort Comparison		0%				
07	2019	6%	55%	-49%	52%	-46%
	2018	36%	54%	-18%	51%	-15%
Same Grade Comparison		-30%				
Cohort Comparison		-1%				
08	2019	0%	58%	-58%	56%	-56%
	2018	0%	63%	-63%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		-36%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	68%	-68%	62%	-62%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	0%	65%	-65%	64%	-64%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison		0%				
05	2019	8%	67%	-59%	60%	-52%
	2018	0%	68%	-68%	61%	-61%
Same Grade Comparison		8%				
Cohort Comparison		8%				
06	2019	0%	61%	-61%	55%	-55%
	2018	0%	62%	-62%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
07	2019	18%	66%	-48%	54%	-36%
	2018	30%	67%	-37%	54%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-12%				
Cohort Comparison		18%				
08	2019	0%	36%	-36%	46%	-46%
	2018	0%	43%	-43%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	17%	56%	-39%	53%	-36%
	2018	0%	58%	-58%	55%	-55%
Same Grade Comparison		17%				
Cohort Comparison						
08	2019	0%	52%	-52%	48%	-48%
	2018	0%	56%	-56%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	13%	72%	-59%	71%	-58%
2018	42%	70%	-28%	71%	-29%
Compare		-29%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

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
HSP				33							
FRL	18	40		33	50						

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

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

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	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	157
Total Components for the Federal Index	5
Percent Tested	94%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	33
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
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.

New Beginnings has students in grades 3-8. Scores dropped in all grades tested. The majority of them are in the seventh grader and they had a low of 6% percentage of passing rate in reading and 18% in math. In the previous year of SY18 36% of the 6th graders passed in Reading. That reading cohort is 49% below the school district and 46% below the state. The math cohort dropped from a 30% pass rate to a 18% pass rate. We cannot attribute this to one instructor because it is two subject areas with two different teachers, and they both experienced gains at other grade levels. It is difficult to compare the actual students and how they did last year, because we are an Alternative School with rolling admissions.

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

Scores dropped in both grades five and seven. Fifth grade dropped -59% in Math and -39% in Science. The seventh grade in all tested areas decreased across all subjects - ELA, Math, and Science.

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.

Seventh grade math, fifth grade math, and sixth grade reading had the greatest gap when compared to the state average.

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

Fifth and seventh grade reading both increased by 13% and 19% respectively. The 7th grade teacher is the same one who taught the 6th grade reading that experienced a down turn. Fifth grade math and science increased by 5% and 9%. This teacher taught all of fifth grade and was new to us halfway through the school year.

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

Alternative Schools falls below the 41% mark in all sub-groups. We pull from the traditional schools all of the students who are struggling to behave, attend, and perform academically. In New Beginnings we focus on behavior and attendance, so that we can gain the attention to educate. We strive for gains.

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

1. Reading gains across all grade levels.
2. Math gains across all grade levels.
3. Science gains across all grade levels.
4. Civics gains.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the Math Pass Rate for all New Beginnings students.
Rationale	Fifth grade math scores dropped -59%. Seventh grade is math scores dropped significantly from SY18 of 30% pass to SY19's score of 18%. We are at -49% behind CCPS in comparison and -46 behind the state..
State the measurable outcome the school plans to achieve	All New Beginnings students to increase the pass rate by 5%.
Person responsible for monitoring outcome	Dan Cox (coxda@collierschools.com)
Evidence-based Strategy	Increase the use of Aleks and other district provided math programs. Utilize the new math texts issued by the district.
Rationale for Evidence-based Strategy	Aleks has been a proven success for the district, and we have all of the computers we need to make this a positive strategy.
Action Step	
Description	<ol style="list-style-type: none"> 1. Pre-test the incoming students to determine what standards they lack from the 6th grade math program. 2. Fill in the gaps where needed with each individual student. 3. Group the students and work with them on these standards 4. Utilize the assistants as tutors to increase coverage.
Person Responsible	Dan Cox (coxda@collierschools.com)

#2	
Title	Increase the Reading Pass Rate for all New Beginnings students..
Rationale	Our focus for the reading pass rate increase in the 7th grade as only 6% passed down from 36% in SY18 for the same cohort. Despite the fact we are an Alternative School Program with a rolling enrollment, there was a significant drop off from the other CCPS.
State the measurable outcome the school plans to achieve	All NB-I students to increase the pass rate by 5%.
Person responsible for monitoring outcome	Dan Cox (coxda@collierschools.com)
Evidence-based Strategy	Move into direct instruction utilizing all aspects of Read 180 utilizing both whole and small group learning, oral fluency assessments, student self assessments, and Lexile proficiency.
Rationale for Evidence-based Strategy	Read 180 has been adopted by CCPS due to its comprehensive approach to reading. Students are screened and then appropriate targets for interventions are used to track progress. Student mastery of reading, writing, and listening skills are monitored through periodic assessments.
Action Step	
Description	<ol style="list-style-type: none"> 1. Establish baseline for incoming 7th graders to determine what standards they lack from the 6th grade ELA data. 2. Fill in the gaps where needed with each individual student. 3. Group the students and work with them on these standards 4. Utilize the assistants as tutors to increase coverage.
Person Responsible	Dan Cox (coxda@collierschools.com)

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).

Alternative schools have been given the opportunity to pilot a SEL initiative in both New Beginnings and Phoenix. We are monitoring the daily program closely to see the overall affect. We will gauge it's success by program evaluation along with Panorama data at the end of the year.

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.

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent.

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent?

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA

Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community

Involve parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan

Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy

Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals

Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field

Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section 1116]

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.

New Beginnings has a mentoring program in place in which each teacher and staff member takes an active role. The teachers, assistants, counselors, Lead Teacher, and social worker meet individually, with their students, checking not only on their academic progress, but their social and emotional status. Any concerns are directed to the guidance counselor, the social worker, or the school psychologist, along with the appropriate administrator.

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

New Beginnings has well planned transition strategies that immediately engage incoming students who are transitioning from their home schools. The entire first week of school is spent on "forming" which acclimates the new student into the New Beginnings culture. Students who leave New Beginnings and are returning to their home school are visited by the Lead Teacher on a monthly basis.

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.

New Beginnings follows the district guidelines in regard to students who may come to us with a history of needing a support system in place immediately. The appropriate qualified staff members monitor these students and track their progress. The counselors report to the administrators and parents as needed. Students typically stay with New Beginnings until they move to the next school level, New Beginnings has a mentoring program in place in which each teacher and staff member takes an active role. The teachers, assistants, counselors, Lead Teacher, and social worker meet individually, with their students, checking not only on their academic progress, but their social and emotional status. A New Beginnings has a mentoring program in place in which each teacher and staff member takes an active role. The teachers, assistants, counselors, Lead Teacher, and social worker meet individually, with their students, checking not only on their academic progress, but their social and emotional status. Any concerns are directed to the guidance counselor, the social worker, or the school psychologist, along with the appropriate administrator.

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

. The Guidance Counselor meets with the students regularly as they work through their academic programs and coursework. She also has small group meetings designed to motivate the students who need this attention. She has also scheduled meetings with students who are ready to move to the next stage of their educational journey. New Beginnings students have partnerships with mentors from the Marine Corp League and the community who visit the school weekly to open students to the opportunities the world has to offer.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase the Math Pass Rate for all New Beginnings students.				\$0.00
2	III.A.	Areas of Focus: Increase the Reading Pass Rate for all New Beginnings students..				\$22,471.59
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	9007 - New Beginnings Immokalee	Title, I Part A	0.2	\$14,085.35
<i>Notes: Resource Teacher</i>						
	5100	120-Classroom Teachers	9007 - New Beginnings Immokalee	Title, I Part A		\$3,008.98
<i>Notes: The Elementary Summer Program will be offered for 4.5 hours per day for students in 2nd through 5th grade currently enrolled in New Beginnings. The focus will be on Reading, Math, and Social Skills; teachers will use district reading and math resources, iReady Reading web-based instruction and Discovery Education materials. 1 teacher</i>						
	5100	150-Aides	9007 - New Beginnings Immokalee	Title, I Part A		\$1,442.24

			<i>Notes: The Elementary Summer Program will be offered for 4.5 hours per day for students in 2nd through 5th grade currently enrolled in New Beginnings. The focus will be on Reading, Math, and Social Skills; teachers will use district reading and math resources, iReady Reading web-based instruction and Discovery Education materials. 1 Alt Assistant</i>			
	7800	790-Miscellaneous Expenses	9007 - New Beginnings Immokalee	Title, I Part A		\$3,341.38
			<i>Notes: Elementary Summer Transportation</i>			
	5100	150-Aides	9007 - New Beginnings Immokalee	Title, I Part A		\$593.64
			<i>Notes: One day Pre-extension for Non-Instructional staff. Provide the opportunity for staff to be trained on the standard operating procedures for each program and de-escalation techniques 8/12/19</i>			
					Total:	\$22,471.59