

School District of Osceola County, FL

# New Beginnings Education Center



2021-22 Ungraded Schoolwide  
Improvement Plan

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## New Beginnings Education Center

2599 WEST VINE ST, Kissimmee, FL 34741

www.osceolaschools.net

### Demographics

Principal: Ashley Condo

Start Date for this Principal: 8/23/2021

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	Alternative
<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 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 Improvement Rating History</b>	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## 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.

#### **Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

Our population of students is very diverse. We have reached to community members, churches and volunteers to better serve the needs of our students. Food and clothing donations will us better serve the environmental needs of our students. Mentors and counseling services can increase the willingness of the student to better express their obstacles for mindful learning. The strategic building of relationships with students and adults so that to foster and instill proper character building modeling for students.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Condo, Ashley	Principal	<p>School Based Principal - To be responsible for the operation and management of all activities and functions which occur within a school. To be responsible for all aspects of student achievement, instructional leadership, organizational leadership as well as professional ethical behavior. To develop positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.</p> <p>Ms. Ashley Condo is responsible for school wide operations at New Beginnings Education Center. This includes all finalized decisions for students and staff. Ms. Ashley Condo 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>Mrs. Paul-Zin is responsible for supporting Ms. Condo 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>
Keenum, Carla	Staffing Specialist	<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 program services when assigned and to assist the principal in coordinating all ESE functions within the school.</p> <p>Dr. Keenum is responsible for the day to day school based Exceptional Student Education compliance. She is the lead in Positive Behavior intervention Support and MTSS Coach for the 2021-2022 school year. Her duties include but are not limited to: ESE compliance, ESE case manager compliance, PBiS coordinator, MTSS coach, 504 etc.</p>

**Is education provided through contract for educational services?**

No

If yes, name of the contracted education provider.

**Demographic Information**

**Principal start date**

Monday 8/23/2021, Ashley Condo

**Number of teachers with professional teaching certificates?**

18

**Number of teachers with temporary teaching certificates?**

6

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

26

**Total number of students enrolled at the school.**

162

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

7

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

6

**Demographic Data**

**Early Warning Systems**

**2021-22**

**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	5	2	3	3	2	2	22	34	23	30	21	22	169
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	5	4	5	14
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	12	7	10	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Monday 8/23/2021

**2020-21 - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					56%	61%		58%	60%
ELA Learning Gains					57%	59%		58%	57%
ELA Lowest 25th Percentile					55%	54%		52%	52%
Math Achievement					52%	62%		52%	61%
Math Learning Gains					55%	59%		54%	58%
Math Lowest 25th Percentile					49%	52%		50%	52%
Science Achievement					49%	56%		54%	57%
Social Studies Achievement					75%	78%		71%	77%

**Grade Level Data Review - State Assessments**  
**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	2021					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison						
04	2021					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison		0%				
05	2021					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				
06	2021					
	2019	25%	48%	-23%	54%	-29%
Cohort Comparison		0%				
07	2021					
	2019	11%	47%	-36%	52%	-41%
Cohort Comparison		-25%				
08	2021					
	2019	9%	49%	-40%	56%	-47%
Cohort Comparison		-11%				
09	2021					
	2019	11%	47%	-36%	55%	-44%
Cohort Comparison		-9%				
10	2021					
	2019	16%	47%	-31%	53%	-37%
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	0%	54%	-54%	62%	-62%

<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>
Cohort Comparison						
04	2021					
	2019	0%	53%	-53%	64%	-64%
Cohort Comparison		0%				
05	2021					
	2019	8%	48%	-40%	60%	-52%
Cohort Comparison		0%				
06	2021					
	2019	4%	45%	-41%	55%	-51%
Cohort Comparison		-8%				
07	2021					
	2019	18%	30%	-12%	54%	-36%
Cohort Comparison		-4%				
08	2021					
	2019	9%	47%	-38%	46%	-37%
Cohort Comparison		-18%				

<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	2021					
	2019	0%	45%	-45%	53%	-53%
Cohort Comparison						
08	2021					
	2019	12%	42%	-30%	48%	-36%
Cohort Comparison		0%				

<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>
2021					
2019	16%	62%	-46%	67%	-51%

<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>
2021					
2019	26%	73%	-47%	71%	-45%

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2021					
2019	25%	62%	-37%	70%	-45%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	2%	49%	-47%	61%	-59%

  

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	11%	44%	-33%	57%	-46%

**Subgroup Data Review**

2021 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 2019-20	C & C Accel 2019-20
SWD											
ELL					9						
BLK					8						
HSP	6	19			13			6			
WHT	17										
FRL	4	9			10			14			

  

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											
ELL											
HSP											
WHT											
FRL											

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	10
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	

<b>ESSA Federal Index</b>	
Total Points Earned for the Federal Index	89
Total Components for the Federal Index	9
Percent Tested	75%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	0
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	3
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<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%	
<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%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	2
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	7
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	

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	6
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	6
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place for low performing ESSA subgroups related to the Areas of Focus?

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 20/21 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.

**Based on ESSA subgroup progress monitoring, 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.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

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.

**What trends emerge across grade levels, subgroups and core content areas?**

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 18/19 to a negative fifty-six in 20/21. 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.

**What strategies need to be implemented in order to accelerate learning?**

AVID- WICOR strategies will be implemented whole school. Canvas platform will be in use for one on one technology rollout. New resources for reading will be used to increase fluency and understanding. Daily remediation time was implemented in to the schedule.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

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:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Ensuring high levels of learning for all students in literacy assists in the overall success of students at NBEC.  
 NBEC student's ELA gains increased 7% percentage points from 9% the 18/19 to 20/21 school year. This increase in ELA learning gains contributed to the overall decrease in School Rating Score by 11 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:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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%

Using AVID strategies will ensure instruction that will meet the needs of diverse learners. MTSS and PLC's are processes of identifying students' learning profile to actively monitor for learning.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

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, MTSS and the continued monitoring of the effective implementation of high yield ELL strategies.

School Stocktake will take place monthly to report progress to 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.

**Person responsible  
for monitoring  
outcome:**

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



**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research illustrates a correlation between student achievement and the development of an achievable rigorous and aligned curriculum. (Williams, 2007)

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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, School City, Khan Academy, BEABLE, Core Connections, 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. 100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.
7. Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.
8. First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.
9. Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.
10. T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.
11. T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.
12. RAISE reading for T2
13. Pre-Teaching strategies for T2

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

**Monitoring ESSA**

**Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

ESSA subgroups will be monitored by the process of MTSS, stocktake, quarterly needs assessments and teacher PLC's. Targeted interventions through remediation will be adapted to target individual needs. Afterschool remediation will help with the reteaching of standards not yet mastered.

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 20/21 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 20/21 school year.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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%

Using AVID strategies will ensure instruction that will meet the needs of diverse learners. MTSS and PLC's are processes of identifying students' learning profile to actively monitor for learning.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Area of focus will be monitored for fidelity/effectiveness through the implementation of common formative assessments aligned to Math standards, small group interventions, regular meetings with Stocktake PLC Facilitators, MTSS and the continued monitoring of the effective implementation of high yield ELL strategies.

School Stocktake will take place monthly to report progress to 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.

**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:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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 Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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 off on native and 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:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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. 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, AVID strategies, Stocktake Meetings, Coaching for Implementation and Rigor Walks and District Learning Cycle Visits.

6. 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.

7. 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)

8.. 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)

### **Monitoring ESSA**

#### **Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

ESSA subgroups will be monitored by the process of MTSS, stocktake, quarterly needs assessments and teacher PLC's. Targeted interventions through remediation will be adapted to target individual needs. Afterschool remediation will help with the reteaching of standards not yet mastered.

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

**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 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, & FRL students allows us to reach all students.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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.

NGSSS grade level/EOC Achievement Level 3 or higher - increase by 25%

ESSA SubGroups

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

Using AVID strategies will ensure instruction that will meet the needs of diverse learners. MTSS and PLC's are processes of identifying students' learning profile to actively monitor for learning.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Area of focus will be monitored for fidelity/effectiveness through the implementation of common formative assessments aligned to Science standards, small group interventions, regular meetings with Stocktake PLC Facilitators, MTSS and the continued monitoring of the effective implementation of high yield ELL strategies.

School Stocktake will take place monthly to report progress to 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.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

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.

Describe the evidence-based strategy being implemented for this Area of Focus.

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.

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.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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. 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:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

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

**Monitoring ESSA**

**Impact:**  
If this Area of Focus is not related to one or more ESSA subgroups, please

ESSA subgroups will be monitored by the process of MTSS, stocktake, quarterly needs assessments and teacher PLC's. Targeted interventions through remediation will be adapted to target individual needs. Afterschool remediation will help with the reteaching of standards not yet mastered.

describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.



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

**Area of Focus Description and Rationale:**  
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA data showed in 2019-2020 school year the school had two sub groups below 25% ESSA level.

**Measurable Outcome:**  
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ESSA data for 2019-2020 ESE 14% and ELL 22% will increase to above 35% in sub groups.

**Monitoring:**  
 Describe how this Area of Focus will be monitored for the desired outcome.

ESSA subgroups will be monitored by the process of MTSS, stocktake, quarterly needs assessments and teacher PLC's. Targeted interventions through remediation will be adapted to target individual needs. Afterschool remediation will help with the reteaching of standards not yet mastered.

**Person responsible for monitoring outcome:**

Ashley Condo (ashley.condo@osceolaschools.net)

**Evidence-based Strategy:**  
 Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers will differentiate instruction in academically diverse classroom using various tools such as ELLevations, AVID strategies, Khan Academy and Beable.

**Rationale for Evidence-based Strategy:**  
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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."

So, NBEC will be using strategies these five strategies to address the needs of our ESSA students:

1. Identify local needs
2. select relevant evidence-based interventions
3. plan for implementation
4. implement
5. examine and reflect

**Action Steps to Implement:**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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, and formative assessments.
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**

Ashley Condo (ashley.condo@osceolaschools.net)

**Monitoring ESSA Impact:**  
 If this Area of Focus is not related to one or more ESSA subgroups, please

ESSA subgroups will be monitored by the process of MTSS, stocktake, quarterly needs assessments and teacher PLC's. Targeted interventions through remediation will be adapted to

describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

target individual needs. Afterschool remediation will help with the reteaching of standards not yet mastered.

**#5. Culture & Environment specifically relating to Social Emotional Learning****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

In 2019-2020 the SEL climate survey that 41% of students showed favorable answers for schools. It is our goal to increase that by 10% for the year 2020-2021.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Weekly meeting will be held to access threat assessments and therapeutic rooms. Strategically selected students for weekly small group therapeutic sessions with social worker and mental health therapist.

**Person responsible for monitoring outcome:**

Ashley Condo (ashley.condo@osceolaschools.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 demonstrate

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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
6. Teacher PD's
7. Small group mental health counseling
8. Mental Health counselor for therapeutic units.

**Person Responsible**

Ashley Condo (ashley.condo@osceolaschools.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

ESSA subgroups will be monitored by the process of MTSS, stocktake, quarterly needs assessments and teacher PLC's. Targeted interventions through remediation will be adapted to target individual needs. Afterschool remediation will help with the reteaching of standards not yet mastered.

### 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.

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.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Ashley Condo, principal, has a plan to increase student academic awareness. As principal, she has a believe that one should have conscious knowledge of one's own character. It is important for students to envision academic success. Student will track credits as well as maintain a goal sheet with short term and long term self-expectations for continuous reference. Ms. Condo maintains an open door policy for teachers, parents and students. Our vision is to move students forward academically and give them the tools to make better choices. This is a team effort carried out by highly qualified experienced professionals. This team is made up the following school personnel: Georgette Paul-Zin, assistant principal, Courtney Murray, school counselor, Kim Rodriguez, social worker, Brittany Mayfield, mental health counselor, and Carla Keenum, RCS.