New Beginnings Education Center

2022-23 Ungraded Schoolwide Improvement Plan

Table of Contents

New Beginnings Education Center

2599 WEST VINE ST, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Ashley Condo

Start Date for this Principal: 8/22/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	Alternative
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Alternative Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: Maintaining
DJJ Accountability Rating	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.

NBEC is Osceola district county alternative placement center. It is unique in the ability to continue education while fostering restorative positive practices for behaviors. NBEC is designed and staffed with high qualified individuals to support and address any social, personal, and behavioral barriers. We believe that every student deserves the opportunity to live up to their potential.

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	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. 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.
Paul-Zin, Georgette	Assistant Principal	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. 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.
Baez Rodriguez, Wilberto	Curriculum Resource Teacher	Coordinates and supervises implementation and administration of NBEC testing programs. Responsibilities: Adhere to all state policy regarding the reporting of security breaches and/or infractions, Assure the security of all secure testing documents, Adhere to all established timelines, Assure the accurate completion of all testing documents, XELLO, and AVID

Name	Position Title	Job Duties and Responsibilities
Vargas, Tatiana	Instructional Coach	Ms. Vargas is responsible for Wellness Wednesday's, New teacher induction, Panorama, SAC, ISAFE , PC and stand in literacy coach.
Murray, Courtney	Dean	Responsible for: Discipline Title 1 Security/EMS/Drills Transportation Open House Parent Nights Youth Mental Health Orientation
Keenum, Carla	Staffing Specialist	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. She also responsible for 504.

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

N/A

Demographic Information

Principal start date
Monday 8/22/2022, Ashley Condo

Total number of students enrolled at the school.
203

Total number of teacher positions allocated to the school.
26

Number of teachers with professional teaching certificates?
9

Number of teachers with temporary teaching certificates?
17

Number of teachers with ESE certification?
6

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

2022-23

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	3	3	1	2	5	3	22	23	36	49	43	13	203
Attendance below 90 percent	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	
Course failure in ELA	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	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	1	3	8	18	14	18	14	4	82
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	0	3	6	16	18	12	16	2	75
Number of students with a substantial reading deficiency	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	2	0	3	6	6	16	14	12	2	61

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

Date this data was collected or last updated
Monday 8/22/2022

2021-22 - 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	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	
One or more suspensions	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	
Course failure in Math	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	5	4	5	14
Level 1 on 2019 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	

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	

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	
Students retained two or more times	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		50%	55%					56%	61%
ELA Learning Gains								57%	59%
ELA Lowest 25th Percentile								55%	54%
Math Achievement		42%	42%					52%	62%
Math Learning Gains								55%	59%
Math Lowest 25th Percentile								49%	52%
Science Achievement		45%	54%					49%	56%
Social Studies Achievement		53%	59%					75%	78%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison		0%				
04	2022					
	2019	0%	51%	-51%	58%	-58%
Cohort Comparison		0%				
05	2022					
	2019	0%	48%	-48%	56%	-56%
Cohort Comparison		0%				
06	2022					
	2019	25%	48%	-23%	54%	-29%
Cohort Comparison		0%				
07	2022					
	2019	11%	47%	-36%	52%	-41%
Cohort Comparison		-25%				
08	2022					
	2019	9%	49%	-40%	56%	-47%
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	0%	54%	-54%	62%	-62%
Cohort Comparison		0%				
04	2022					
	2019	0%	53%	-53%	64%	-64%
Cohort Comparison		0%				
05	2022					
	2019	8%	48%	-40%	60%	-52%
Cohort Comparison		0%				
06	2022					
	2019	4%	45%	-41%	55%	-51%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-8%				
07	2022					
	2019	18%	30%	-12%	54%	-36%
Cohort Comparison		-4%				
08	2022					
	2019	9%	47%	-38%	46%	-37%
Cohort Comparison		-18%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	0%	45%	-45%	53%	-53%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	12%	42%	-30%	48%	-36%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	16%	62%	-46%	67%	-51%
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	26%	73%	-47%	71%	-45%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	25%	62%	-37%	70%	-45%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	2%	49%	-47%	61%	-59%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	11%	44%	-33%	57%	-46%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
BLK	7										
HSP	13	10									
FRL	4	19					9				
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			

ESSA Data Review

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)	CSI
OVERALL Federal Index – All Students	8
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	53
Total Components for the Federal Index	7
Percent Tested	69%
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%	0
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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	7
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	8
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3

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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	8
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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 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 20/21 and 21/22 school year, there was a 19% point decrease.
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 3: Black, Hispanic, and FRL.

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 US History EOC. The US History EOC data had one of the positive increases for New Beginnings. NBEC students had a 3% increase.

In reviewing the data, NBEC noticed that the following action steps assisted in increasing the score for the US History EOC. The 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 peers assisted in the growth of the US History 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, 08, 09 and 10. Grade 09 and 10 had an increase in negative points in both FSA ELA and FSA Mathematics. 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. Wednesday remediation time was implemented in to the schedule. Afterschool remediation opportunities will be offered from K-12. Extra PLC time will provide teachers more time analyzing data and develop the appropriate interventions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided 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.

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. Given the 2021 -2022 school data finding that only 8% of students were proficient in ELA, productive actions are necessary to accomplish the goal of ensuring higher levels of Literacy achievement for all students. 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.
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 F.A.S.T , it is our goal to increase overall student achievement in ELA. F.A.S.T 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%
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. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.
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.	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. 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. All staff will be trained by the district and Literacy Coach in best practice strategies for increasing student engagement through quality instruction to improve student literacy.
2. Components of content-relevant strategies will include whole group, small group, and one-on-one conferencing to meet the individual needs of all students.
3. Training by the instructional Coach on the effectiveness of increased student engagement in relation to student achievement will be offered throughout the year to struggling teachers.
4. Instructional staff will differentiate instruction with varied, research-based instructional strategies following analysis of assessment results to improve literacy proficiency of all students, as evidenced by targeted, tiered interventions.
5. Instructional staff will utilize explicit instructional strategies to improve student comprehension of informational text through classroom experiences and other professional development.

Person Responsible	Tatiana Vargas (tatiana.vargas@osceolaschools.net)

6. Administration will offer additional intervention time to support struggling students.
7. Staff will use progress monitoring data, classroom observations, and, scoring rubrics to identify individual student needs.
8. Staff will utilize high-quality ELA instructional materials which are found in the curriculum unit plans.
9. Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.
10. 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.
11. Second Grade Open Court Implementation of decoding phonics/ word analysis, fluency: rate, accuracy, prosody, and vocabulary and language development.
12. Tier 1 and Tier 2 students engage in 20 min on Lexia Core 5 - 1 day/week during station rotation.

Person Responsible	Tatiana Vargas (tatiana.vargas@osceolaschools.net)

13. Tier 3 students engage in 20 mins on Lexia Core 5 - 2 days/week during station rotation.
14. RISE reading for all Tier 2 students.
15. Pre-Teaching strategies for T2
16. The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.
17. Students will participate in targeted intervention Tier 1,2, & 3.
18. Meetings weekly/bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.
19. Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible	Tatiana Vargas (tatiana.vargas@osceolaschools.net)

Monitoring ESSA Impact:	ESSA subgroups will be monitored by the process of MTSS, stocktake, quarterly needs assessments and teacher PLC's. Targeted interventions

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.	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.	Given the 2021 -2022 school data finding that only 8% of students were proficient in math, productive actions are necessary to accomplish the goal of ensuring higher levels of mathematic achievement for 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 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 EOC, 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%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, and instructional mentor will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. Administrative team will monitor the use of questioning in the classroom that develops the appropriate stage of fluency for the grade-level benchmarks. Questions should be focused on Costa's higher levels of questions (Inquiry). 3. School Stocktake Model will take place every month and the Math Coach will report progress to the Principal on the Area of Focus.
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.	Procedural fluency is the ability of students to apply procedures accurately, efficiently, and flexibly.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem-solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use, in particular, situations (NRC, 2001, 2005, 2012; Star, 2005). Procedural fluency extends students' computational fluency and applies to all strands of mathematics.

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 intentionally plan for the appropriate stages of fluency as required by the benchmarks for a unit of study.
2. Students will be presented with a problem of the week focused on the fluency benchmarks for their grade level. Students will have an opportunity to share their strategy for solving the problem on sticky notes. At the end of the week, students from different classes will be selected to present their strategy to the entire grade (MTR 3).
3. Professional development will be conducted throughout the year that focuses on the development of fluency across grade levels through Mathematical Thinking and Reasoning Standards (MTR) training.
4. The math coach will co-plan and model lessons with fluency as a focus.
5. Teachers will implement a fluency center that focuses on developing appropriate automaticity within the grade-level benchmarks through game-based learning.

Person Responsible   Wilberto Baez Rodriguez (wilberto.baezrodriguez@osceolaschools.net)

6. Students will keep a journal to reflect on the strategies they are learning including an explanation of which strategies they prefer to use and when (Writing; MTR 3).
7. Teachers will use worked examples of different strategies for the fluency benchmarks and provide students the opportunity to engage in a philosophical chair or error analysis (Inquiry; MTR 6).
8. Teachers will provide opportunities for students to work collaboratively to share their strategies and refine their thinking of fluency benchmarks by utilizing placemat consensus (Collaboration; MTR 4).
9. Teachers will use formative assessment data to identify student needs related to the grade level fluency benchmarks and provide targeted remediation based on the identified needs of the student using (insert intervention programs such as Osceola Numeracy Project or Hand2Mind Numbers & Operations Intervention) resources.
10. Staff will teach problem-solving strategies and high-order thinking concepts through the delivery of differentiated mathematics lessons.

Person Responsible   Wilberto Baez Rodriguez (wilberto.baezrodriguez@osceolaschools.net)

11. Staff will assist students in monitoring and reflecting on applying mathematical practices. Staff will expose students to multiple problem-solving strategies, including visual representations in their work.
12. Staff will provide supplemental learning opportunities to students who are identified as not proficient in mathematics or who are identified as at risk of becoming non-proficient in mathematics based on a variety of progress monitoring. In addition, advanced students will be offered to students to extend their learning.
13. Staff will develop outcomes representing high expectations and rigor that connect to a sequence of learning.
14. Students will be cognitively engaged in instruction using high-quality questioning and discussion techniques, supported be feedback and the ability to self-assess progress related to the outcome.

Person Responsible   Wilberto Baez Rodriguez (wilberto.baezrodriguez@osceolaschools.net)

15. The ELL and ESE support in the classroom will occur through the collaboration of ESOL compliance specialist and RCS ensuring students are supported in all courses by providing ELL and ESE instructional strategies and professional development for teachers.
16. Students will participate in targeted intervention Tier 1,2, & 3.
17. Meetings weekly/ bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.
18. Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

Person Responsible   Wilberto Baez Rodriguez (wilberto.baezrodriguez@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.	If teachers effectively provide opportunities for students to actively participate in academic discourse through collaborative structures, engage in active learning experiences (such as labs, activities, and investigations), and authentically use their interactive science notebook to process their learning, then student engagement and learning will increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Science proficiency will increase by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, coaches, and teachers (self-monitor) will work together to monitor instruction as well as work in PLCs to plan for instruction. 2. Formative assessments as well as district administered progress monitoring assessments (NWEA, PM, and mock) will be used to measure Pre - Mid - End of school year progress of student learning. Data will be analyzed and used to plan professional learning and coaching for teachers based on individual and small group needs. 3. School Stocktake Model will take place every month and the leadership and/or coach will report progress to the Principal on the Area of Focus. 4. Use data (formative assessments and progress monitoring) to discuss student learning gains and plan for professional learning and coaching needs.
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.	1) Participate in academic discourse through collaborative structures 2) Engage in active learning experiences 3) Process learning using interactive science notebooks
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	o Academic discourse through collaborative structures: When students talk with each other their understanding, and questions they have, they not only process new knowledge verbally, but also engage in the topic and are empowered to express their own thoughts (in ideal settings, without judgement and with a clear prompt and structure). WICOR (AVID) o Active learning experiences: Students who are "doing" are learning. Providing opportunities for students to investigate through inquiry, participate in experiments, develop models, and engage in simulations and activities remember the experience, especially if it is connected and relevant to their lives. (AVID) o Interactive notebooks: Interactive science notebooks provide a safe place for students to process their learning, record knowledge, connect ideas, use as a reference and make their own. It helps students build confidence in science as they develop an understanding through writing, drawing, recording

ideas, collecting data, synthesizing information, and more. (AVID)

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 team members who will lead the needs assessment, planning, learning, and monitoring of science instructional practices.
2. Develop a common understanding among team members for each instructional strategy and expectations for what each looks like in the classroom.
a. Can focus on one strategy at a time, identifying priorities.
b. Revisit understanding and expectations of strategy monthly, sharing examples and non-examples.
c. Highlight good examples and incorporate into professional learning.
3. Conduct classroom walkthroughs, focusing on highest priority science instructional strategy. Walkthrough should be focused on student learning (not teacher facilitating). What are students doing? Can students describe what they are learning and why they are learning it?

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

5. Work with school- and district-based science team to develop professional learning that address areas of need specific to science instructional practice and strategies.
6. Identify and schedule dates for continuous cycle of learning which includes developing understanding of strategy, monitoring in instructional practice, needs assessment discussion, professional learning to address needs, implementation post professional learning through monitoring.
7. Teachers will participate in PD that will AVID strategies including Kagan, WICOR , Cor nell notes and interactive notebooks.
8. Teachers will learn and implement standards based stations a nd implement differentiated instruction as an instructional strategy to breakdown student data and content mastery.

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.

#4. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	If teachers participate in authentic PLCs in all accountability areas, then engaging lesson plans using high yield strategies and best practices can be planned and common formative assessments can be developed to monitor student achievement. Then student achievement will increase
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	ELA, Math, proficiency, and gains will increase by 5% in all groups. Science proficiency will increase by 5%. Social Studies proficiency will increase by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	1. Administration, leadership team, and PLC Leads will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams. These surveys will be analyzed, and feedback will be given to the PLC teams individually and collectively. 3. School Stocktake Model will take place every month and the PLC administrator and PLC facilitator will report progress to the Principal on the Area of Focus.
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.	PLC is defined as "…an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour, 2006).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Set clear objectives that are focused on student learning. The PLC model is grounded in the assumption that building teachers' competencies will lead to improved academic, behavioral, or social outcomes for students. Consequently, student learning is both the foundation and evidence of an effective PLC.

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. PLC teams will develop and implement formulated meeting Collective Commitments (NORMs) that are agreed upon and adhered to by all team members during all meetings.
2. Schools PLC's teams will meet four times a month during early release and this dedicated PLC time will be spent focused on working together as a team for student success purposes.
3. Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes through the PLC facilitator and PLC administrator.
4. Current Data will be used by each PLC team for the purpose of assessing, analyzing, reflecting, and revising plans (if applicable) on the course progression of individual students' needs.
5. Mentoring will be conducted by the PLC administrator and PLC facilitator for teams who are struggling, and additional support will be given so they become an effective collaborative team focused on the work.

Person Responsible	Tatiana Vargas (tatiana.vargas@osceolaschools.net)

6. Each grade level or content area team will have an embedded leadership team member to monitor and assist in the process.

7. Teachers will plan together within their PLCs to incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

8. Extra hour after hour PLC will be monitored through CRATE for the purpose of team fidelity and collaboration.

Person Responsible
Tatiana Vargas (tatiana.vargas@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.

#5. Other specifically relating to Culture and Environment

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

Well-implemented programs designed to foster positive outcomes have been found to generate, better test scores and higher graduation rates, and improved social behavior. These competencies include skills, such as the ability to collaborate and make responsible decisions; mindsets, such as thinking positively about how to handle challenges; and habits, such as coming to class prepared. A positive school climate includes a safe environment, strong student and staff relationships, and supports for learning. It provides the foundation that students need, to develop a positive culture they need to succeed in life.

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

2021-2022 Panorama Survey showed a 38% of students answered favorably about school belonging. In 2022-2023 this question will be increased by 10%.

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

1. All surveys will be analyzed to identify schools' interventions that will support a positive culture within the school.
2. The leadership team will review monthly during the Stocktake PBIS, behavior and attendance data for subgroups, and develop inventions as required.

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.

It is essential at NBEC that our students actualize the following:
Self-awareness: 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: 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: 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. Responsible decision making: ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, consequences of various actions, and the well-being of self and others.

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

A positive culture and environment are not based on prescribed curricula; instead, it is an approach that reflects a set of teaching strategies and practices that are student-centered. Staff must use teaching techniques that build on students' current knowledge and skills (Gardner, 1983).

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 and staff will plan activities that are engaging and relevant to students. Identifying and building on students' individual assets and, passions.
2. Teacher will plan to build an environment of belonging.
3. Teachers will increase student input and voice through collaboration during their PLC planning time.
4. Teachers will encourage and facilitate students' shared decision-making through consensus/action planning.
5. Teachers will use active learning strategies like hands-on, experiential, and project-based activities
6. Teachers will integrate behavior strategies into their curriculum, such as self-management, self-confidence, self

efficacy, and social awareness where applicable.
7. Teachers will facilitate peer learning and teaching - collaborative learning.

Person Responsible	Tatiana Vargas (tatiana.vargas@osceolaschools.net)

8. School will develop structures, relationships, and learning opportunities that support a positive culture for students and staff development.
9. PBIS will be implemented with fidelity throughout all aspects of the school and monitored through the PBIS leadership team and reported out at monthly Stocktake.
10. PBIS training will be conducted by the district and the school PBIS leadership team for all staff throughout the year.
11. Xello will be used with fidelity throughout the school environment in order to address post-secondary goals and actions.

Person Responsible	Tatiana Vargas (tatiana.vargas@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.

#6. 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 2021-2022 school year the school had three 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 2021-2022 shows Black achievement at 7% and Hispanic achievement at 14% will increase to above 41% 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 Dibels, Maze, Connect ED, Achieve, 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 F.A.S.T (PM 1,2), NWEA, School City, and formative assessments.
3. Planning strategic implementation of strategies in PLC's to attain understanding in area targeted.
4. Implement the targeted interventions through Tier 1, 2, 3
5. Examine the outcome and reflect on learning. 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.
7. Meetings weekly/ bi-monthly with the MTSS coach to review student data and interventions to determine the effectiveness of academic literacy and math support for Tier 1, 2, & 3 students.
8. Teachers will incorporate WICOR strategies into their instruction and AVID strategies to support focused engagement for all subgroups.

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.	1. Administration, leadership team, and Instructional Coach will monitor the collaborative teams to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. School Stocktake Model will take place every month and the MTSS Coach will report progress to the Principal on the Area of Focus. 3. Leadership team will monitor classroom observations and improvement in student achievement on formative assessments.

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Open Court- Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.
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.
Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.
-T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.
-T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.
-RISE reading for T2
-Pre-Teaching strategies for T2

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

1) Support teachers with the implementation of Guided Reading and Literacy Centers.
2) Help teachers design lessons that support Tier 2 and Tier 3 instruction.
3) Work collaborative with ESOL Compliance Specialist to help teachers plan, implement, and embed effective strategies in lessons and deliver appropriate scaffolds for ELL.
4) Work collaborative with MTSS Coach to ensure tier interventions are based on on-going data analysis.
5) Conduct bi-weekly meetings with MTSS Coach, Resource Compliance Specialist, and ESOL compliance Specialist to review ELL and ESE progress, data, grades, and interventions.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The outcome for 2022-23 is to increase ELA proficiency by 5%

Grades 3-5: Measureable Outcome(s)

The outcome for 2022-23 is to increase ELA proficiency by 5%

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Research demonstrates that using data in instructional decisions can lead to improved student performance. With appropriate analysis and interpretation of diagnostic and formative/summative data, teachers can make informed decisions that positively affect student outcomes. Continuously data monitoring from F.A.S.T (PM1, PM2 and PM3), NWEA, NSGRA, MAP, and curriculum assessments to guide instruction. Delivery of standards-based instruction will help PLC plan using Curriculum Plans, implement WICOR, and develop assessments.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Condo, Ashley, ashley.condo@osceolaschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Foundational Skills will be supported through Open Court, Words their Way and Phonemic Awareness Supplemental Curriculum. Running records will be conducted and analyzed to inform decision making by PLCs. Intervention opportunities will be offered by highly qualified instructional staff using Corrective Reading, Leveled Literacy Interventions (LLI) and other research based materials from Benchmark. All Literacy decision making made by teachers and PLCs will be discussed with the Literacy Coach and Leadership team to ensure constant support for teachers and students.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Providing quality classroom reading instruction with researched validated characteristics make a measurable, positive impact on all students. Teachers must be clear about the content and language objectives for the lesson and unit. Learning outcomes should be based on standards with appropriate differentiation to address the needs of all students. Appropriate and varied core and supplemental materials should be available to support different learning styles and needs. Students' reading ability should be screened often and progress should be tracked using a valid measurement tool. Knowledgeable instructional coaches and mentors are available to assist teachers with instructional decision making based on data. 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 to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Instructional Coaching- High quality instructional coaching will be offered by the content instructional resource teacher at the school through modeled lessons, observations, instructional feedback and targeted Professional Development through a coaching cycle model.	Vargas, Tatiana, tatiana.vargas@osceolaschools.net
Interventions (tier 2 & 3) At the beginning of the school year, an intervention plan was developed to include specific and clear instructions on the placement of students into intervention groups. The intervention plan consists of resources for each tier, directions for using the resource, and guidelines on student placement. Curriculum will be selected based on the targeted needs of students as evidenced by multiple assessments. This plan will be referenced at each monthly MTSS meeting with grade levels.	Keenum, Carla, carla.keenum@osceolaschools.net
PLC- Weekly meetings with individual teachers and PLCs will provide the evidence needed by the Literacy Point Person to assess the effectiveness of the school Literacy plan and provide feedback to the Stocktake team to make schoolwide decisions. Three teacher mentors, two interventionist and a Literacy Coach will be utilized to model for teachers, conference with teachers concerning lesson development and support teachers with resource choices and instructional best practices.	Vargas, Tatiana, tatiana.vargas@osceolaschools.net
Professional Learning- Professional Development will be offered to enhance AVID strategies to support tier 1 instruction throughout writing to process learning, leveled questioning, engagement through collaboration, organizing materials, time and thoughts and critical reading strategies during monthly faculty PLCs. AVID professional development will be provided by the AVID Site Team at the school during class release time and training offered by AVID Center in the local area. The strategies will continue to be monitored and strengthened through walkthroughs with feedback, modeling by coaches and teachers, and schoolwide decision making by the AVID Site Team based on data collected.	Vargas, Tatiana, tatiana.vargas@osceolaschools.net
Standards Aligned instruction- Instructional strategies will be aligned to Florida BEST standards using Curriculum Unit Plans using district adopted research based high quality curriculum.	Paul-Zin, Georgette, georgette.paulzin@osceolaschools.net
Lexia- T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation. T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.	Keenum, Carla, carla.keenum@osceolaschools.net

Action Step	Person Responsible for Monitoring
Students needing tier 2 interventions- RISE reading for T2 Pre-Teaching strategies for T2	Keenum, Carla, carla.keenum@osceolaschools.net

Positive Culture & Environment

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.

Community Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

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 as it pertains to 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, social services, SRO,
volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, armed forces recruiters 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 target area, related data and resulting action steps will be communicated to stakeholders.

The school will be use various areas of communication. Through Stocktake's, our leadership will addressed school improvement strategies that impact the positive school culture and environment are critical. All parents are invited to attend meetings regarding the development of the required plan through flyers, school meetings, blackboard announcements, Remind and NBEC website.

Describe how implementation will be progress monitored.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs in our Parent & Family Engagement Plan. Parents are asked for their input activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan.
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 achievement gap for our lowest 25%, ESE, ELL and FRL populations. NBEC prides itself on our ability to create a structured environment where a student can "Believe to Achieve". Our students follow four A's, NBEC has clear expectations that are synonymous with real-life events.

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.

Action Step	Person Responsible for Monitoring
Involve all parents in the planning, review, and improvement of Title I programs in our Parent & Family Engagement Plan. Parents are asked for their input on activities and training provided by the school.	Condo, Ashley, ashley.condo@osceolaschools.net
All parents are invited to attend meetings regarding the development of the required plan through flyers, school meetings, blackboard announcements, Remind and NBEC website.	Murray, Courtney, courtney.murray@osceolaschools.net
Invite community members to Open House, Literacy Night, FAFSA night, and various other events. We will host events throughout the day so parents and stakeholders will be able to attend.	Murray, Courtney, courtney.murray@osceolaschools.net