

New Beginnings Education Center



2014-15 School Improvement Plan

New Beginnings Education Center

2599 WEST VINE ST, Kissimmee, FL 34741

www.osceola.k12.fl.us

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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. Your goals as a student should be to follow the guidelines and return to your home school.

Provide the school's vision statement

All students will return to their home zone school and to become successful.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers have a welcoming classroom with an open door policy to encourage student interaction.

Describe how the school creates an environment where students feel safe and respected before, during and after school

By doing Bullying presentations and Cultural Sensitivity Presentations, Lets Get Together Nights, Parent Workshops, Open Communication and Celebrations of Student Success.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school has a behavioral system involving the four A's (attendance, accountability, attitude and achievement)/PBS school..

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Mentorship Program
Partnering new teachers with appropriate veteran staff
Department meetings that are data driven, using best practices, collaboration, Marzano, Common Core and Positive Behavioral Support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics

- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Absences over five in the first twenty days.
- The number of referrals in the first twenty days.
- The number of retentions in elementary grades

Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	2	1	1	4	12	11	21	35	26	14	2	130
One or more suspensions	1	2	1	5	6	19	24	45	47	44	20	4	218
Course failure in ELA or Math	0	1	1	2	10	24	22	42	21	15	8	2	148
Level 1 on statewide assessment	0	0	0	4	8	13	15	38	26	17	5	4	130
	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	2	1	5	10	24	24	45	47	44	20	4	227

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

PBS, Parent Contact, Mentorships, Lunch Tutoring, Pull-ins & Pull-outs, Check-ins & Check-outs, and Staff to Student Discourse.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Lets Get Together, Open House, Parent Resource Room each semester are all examples of what parents expressed a need for.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountabilities. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Wehmeyer, Nina	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Administrators: Nina Wehmeyer, Norma Evans-O'Connor

MTSS Coach: Keith Anakotta

School Psychologist: Trecia Weiner-Long

504 Designee: Keith Anakotta

Department Heads: Deborah Bowser, Reagan Hall, Suzanna Hernandez, Beverley Barter, Cathy Porter, Courtney Murray

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Once the student has been identified as in need of MTSS:

1. The informal notice of Screening/Notification of Intervention Assistance Team Involvement is sent to parents and a copy to Student Services
2. Vision and Hearing screenings are conducted after notice is given to parent.
3. Teachers complete a page one of the Intervention summary sheet.
4. All above is sent to parents, including the parent letter requesting the concurrent evaluation.

5. Consent for evaluation is provided.
6. The psychologist will have 60 days to complete the evaluation and report.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Sponsor student achievement activities such as End of year student achievement BBQ., Semester Honor Roll, Nine week honor roll, Senior Graduation, Parent Activities such as Let's get together each semester, Parent Resource Room October to June, Title One Parent meetings, Open Houses, Cultural Experience Night and other parent activities. We will continue to focus on ELL, Migrantstudents, FIT students and economically disadvantage students within the above named activities.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Beverly Barter	Teacher
Nina Wehmeyer	Principal
Joanne Poe	Education Support Employee
Janice Wiltshire	Education Support Employee
Edwin Rios	Education Support Employee
R. Dumas	Education Support Employee
Deputy Diaz	Business/Community
Mary Middleton	Education Support Employee
Cathy Porter	Teacher
Suzanna Hernandez	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Development of this school improvement plan

The SAC initiated and agreed upon the two goals the school will focus on this year.

Preparation of the school's annual budget and plan

Review previous years budget and expenses.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Career/College Week \$75.00 for supplies for the encouragement of post secondary education and the workforce.

Title One meetings will included supplies and snacks for each meeting.

Parent Resource Center

Professional Development of faculty and staff

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

We have invited parents to SAC meetings as well as business partners by posting on the NBEC website and personal invitations.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Wehmeyer, Nina	Principal

Duties

Describe how the LLT promotes literacy within the school

All teachers are teaching reading and using reading strategies in the classroom as it is tied to Florida State Standards. Reading across the curriculum.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

New Beginnings has teachers collaborating through PLC's, Department meetings, Faculty incentives, and Vertical alignment of subjects.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Mentorship Program

Partnering new teachers with appropriate veteran staff

Department meetings that are data driven, using best practices, collaboration, Marzano, Florida State Standards and Positive Behavioral Support.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Curriculum training, modeling in the classroom, providing assistance when needed as well as support. Pairing teachers with a veteran in their subject area and with a support staff as well.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

New Beginnings uses vertical alignment in all core subjects to ensure adherence to the Florida State Standards and use of district reflective visits to ensure fidelity.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

New Beginnings uses Data Digging Days to assist and identify the lowest quartile in all subject areas within the school population. Staff take the data and drive curriculum decisions in the classroom. Each teacher has the ability to differentiate instruction based on the classroom data. Some classrooms use cooperative learning based on student data while others use individualized instruction and accommodations.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Increase student achievement by providing tutoring session during lunch and after school programs.

Strategy Rationale

We do not have before or after school programs.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wehmeyer, Nina, wehmeyer@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

ODMS, MY PCG - IMS, and Data Logs that show student achievement. Tutoring logs based on students being tutored and in what area.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Communication with parents on an ongoing basis, new student orientation, and mentorships.

College and Career Readiness

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

New Beginnings offers Career Development Classes, College Awareness Week, Economics to all Seniors, and have established partnerships with Business and Community Organizations.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Added a Careers Course to the High School Curriculum. Personal and Social Development is given to the middle school students and high school will be added second semester. Provide and encourage students to look at either a career within the workforce or post secondary education.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

New Beginnings emphasizes the importance of continued education, either through Post-Secondary Education or entering the work force.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Continuation of academic progress and motivation into Post-Secondary education.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Decrease the number of student absences by 10%
- G2.** Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Decrease the number of student absences by 10% 1a

 G037883

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0

Resources Available to Support the Goal 2

- We have the IRIS dial out that can be used to notify parents of student not in attendance as well as staff calling home.

Targeted Barriers to Achieving the Goal 3

- Lack of parental support
- Behavioral issues that have resulted in student suspension
- Students not engaged in the classroom
- Lack of faculty support when documenting attendance
- Students not feeling safe or welcomed.

Plan to Monitor Progress Toward G1. 8

Calling home
Student Engagement

Person Responsible

Nina Wehmeyer


Schedule

On 5/29/2015

Evidence of Completion

Phone logs, tracking forms data logs, observations, Academic Achievement

G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse. 1a

 G037884

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	15.0

Resources Available to Support the Goal 2

- Coaching logs/notes
- Star Reading and Math done four times during the school year for K-8. High School Reading for levels 1 & 2 will be tested four times using Star Reading.
- 1 min fluency readings in reading classes for K-2.
- professional development workshops

Targeted Barriers to Achieving the Goal 3

- Constant entering and leaving of students
- Absences
- Lack of fundamental skills
- Behavioral Situations that have caused the student to be removed from class

Plan to Monitor Progress Toward G2. 8

those entering
those withdrawing and why

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Withdrawals, Registrations, Data Digging

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Decrease the number of student absences by 10% **1**

 **G037883**

G1.B1 Lack of parental support **2**

 **B091109**

G1.B1.S1 Parent Resource Room to be established Communication for Good as well as bad **4**

 **S101982**

Strategy Rationale

more parental support and interaction

Action Step 1 **5**

A resource room with a computer available and workshops done monthly.

Person Responsible

Nina Wehmeyer

Schedule

On 5/29/2015

Evidence of Completion

Parent Logs

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitoring the workshops being done with parents and giving added assistance

Person Responsible

Nina Wehmeyer

Schedule

On 5/29/2015

Evidence of Completion

Parent Logs and Administrative Logs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

For Participation

Person Responsible

Nina Wehmeyer


Schedule

On 5/29/2015

Evidence of Completion

Logs

G1.B2 Behavioral issues that have resulted in student suspension 2

 B091110

G1.B2.S1 is to decrease the number of out of school suspension 4

 S101983

Strategy Rationale

Low achieving students will increase engagement and academic progress by being in class.

Action Step 1 5

tracking form monthly of students being suspended

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Tracking form ODMS and Focus

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Presented with Monthly logs and Focus printouts

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Tracking Logs ODMS and Focus

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Meetings held to view behavioral plans

Person Responsible

Nina Wehmeyer


Schedule

On 6/5/2015

Evidence of Completion

Data forms Logs Focus BIPS FBA

G1.B3 Students not engaged in the classroom 2

 B091111

G1.B3.S1 Using Differentiated instruction in all classrooms. 4

 S101984

Strategy Rationale

To increase student engagement through unique delivery styles

Action Step 1 5

Different ways to change up lessons and following the EAPA method of engaging students

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans Walk Throughs Observations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

seen in classroom instruction

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Observations Lesson Plans Focus evaluations Student engagement

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Lesson Plans
Observations
Student Surveys

Person Responsible

Nina Wehmeyer


Schedule

On 6/5/2015

Evidence of Completion

Logs lesson plans Focus evaluation Student surveys

G1.B4 Lack of faculty support when documenting attendance **2**

 B091112

G1.B4.S1 Attendance Incentives done in conjunction with PBS **4**

 S101985

Strategy Rationale

Students will want to be in school to participate in PBS activities.

Action Step 1 **5**

Students participation will increase 50%.

Person Responsible

Nina Wehmeyer

Schedule

On 5/29/2015

Evidence of Completion

Proper documentation in Focus

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

checking attendance daily for all teachers

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Attendance records

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Checking and Pulling reports

Person Responsible

Nina Wehmeyer


Schedule

On 6/5/2015


Evidence of Completion

district attendance record ODMS Focus

G1.B5 Students not feeling safe or welcomed. 2

 B093054

G1.B5.S1 All cases of Bullying will be identified. 4

 S104045

Strategy Rationale

Students will feel safe at school

Action Step 1 5

The school will participate in a Bullying presentation for students and staff.

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Logs kept of participants and monthly database of documented cases.

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Logs Database Student surveys

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Student/staff surveys (survey monkey).

Person Responsible

Nina Wehmeyer


Schedule

On 6/5/2015


Evidence of Completion

surveys logs database


G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse. 1

 G037884

G2.B1 Constant entering and leaving of students 2

 B091113

G2.B1.S1 Increase Parental Contact 4

 S101986

Strategy Rationale

Parents awareness of student attendance

Action Step 1 5

keeping logs and data sheets

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

phone logs, Focus, attendance logs, e-mails

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Data check

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

ODMS Logs Tracking Forms Focus

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data Digging

Person Responsible

Nina Wehmeyer


Schedule

On 6/5/2015

Evidence of Completion

Data Logs ODMS Focus

G2.B1.S2 Differentiated Instruction in all classes 4

 S101987

Strategy Rationale

Action Step 1 5

All teachers will use differentiated instruction for students academic performance improvement.

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

workshops lesson plans surveys i observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

the classroom instruction and student performance will be monitored

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

observations attendance at workshops

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

student academic growth on FCAT, EOC's and Common Core assessments

Person Responsible

Nina Wehmeyer


Schedule

On 6/5/2015


Evidence of Completion

will be student growth in class and on assessments.

G2.B2 Absences 2

 B091114

G2.B2.S1 Absences over five in the first 20 days will negatively affect student progression . and thus contact with parents/guardian must be made. 4

 S101988

Strategy Rationale

Statistically they are more likely to be retained or will drop out in high school

Action Step 1 5

Parental contact

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

phone logs, Focus, attendance data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

the schoolwide attendance

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

schoolwide attendance, Focus and logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

attendance of all students with absences over five in the first 20 days and/or more than 10% of the school year.

Person Responsible

Nina Wehmeyer


Schedule

On 6/5/2015


Evidence of Completion

attendance logs, Focus

G2.B3 Lack of fundamental skills **2**

 B091115

G2.B3.S1 Use of Star Math and Reading for assessment K-8 when entering and leaving classes and Star Reading for High School Levels 1 & 2. **4**

 S101989

Strategy Rationale

To know proper placement and student needs.

Action Step 1 **5**

Differentiated Instruction

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

My PGS Logs Focus

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Observations and workshops

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Logs and Focus

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Use in classroom
Monitoring Focus

Person Responsible

Nina Wehmeyer


Schedule

On 6/5/2015


Evidence of Completion

Focus and Professional Development Logs

G2.B4 Behavioral Situations that have caused the student to be removed from class 2

 B091116

G2.B4.S1 Rotation of Teachers and more parent/student interaction. 4

 S101990

Strategy Rationale

Better student engagement

Action Step 1 5

For parent/student interaction a Parent Resource room will be assessable
Quarterly Presentations at night for students and parents
Data Digging to identify lowest quartile

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Logs sheets Attendance sheets at quarterly presentations Logs in the Parent resource room

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

All activities involving students and parent interaction

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

Logs Participation Surveys

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Teacher Logs

Parent Logs

Person Responsible

Nina Wehmeyer

Schedule

On 6/5/2015

Evidence of Completion

surveys done at all events Student surveys monitoring grades

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	A resource room with a computer available and workshops done monthly.	Wehmeyer, Nina	9/1/2014	Parent Logs	5/29/2015 one-time
G1.B2.S1.A1	tracking form monthly of students being suspended	Wehmeyer, Nina	9/1/2014	Tracking form ODMS and Focus	6/5/2015 one-time
G1.B3.S1.A1	Different ways to change up lessons and following the EAPA method of engaging students	Wehmeyer, Nina	8/25/2014	Lesson Plans Walk Throughs Observations	6/5/2015 one-time
G1.B4.S1.A1	Students participation will increase 50%.	Wehmeyer, Nina	9/1/2014	Proper documentation in Focus	5/29/2015 one-time
G2.B1.S1.A1	keeping logs and data sheets	Wehmeyer, Nina	8/18/2014	phone logs, Focus, attendance logs, e-mails	6/5/2015 one-time
G2.B1.S2.A1	All teachers will use differentiated instruction for students academic performance improvement.	Wehmeyer, Nina	8/18/2014	workshops lesson plans surveys i observations	6/5/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Parental contact	Wehmeyer, Nina	8/18/2014	phone logs, Focus, attendance data	6/5/2015 one-time
G2.B3.S1.A1	Differentiated Instruction	Wehmeyer, Nina	8/18/2014	My PGS Logs Focus	6/5/2015 one-time
G2.B4.S1.A1	For parent/student interaction a Parent Resource room will be assessable Quarterly Presentations at night for students and parents Data Digging to identify lowest quartile	Wehmeyer, Nina	8/18/2014	Logs sheets Attendance sheets at quarterly presentations Logs in the Parent resource room	6/5/2015 one-time
G1.B5.S1.A1	The school will participate in a Bullying presentation for students and staff.	Wehmeyer, Nina	8/25/2014		6/5/2015 one-time
G1.MA1	Calling home Student Engagement	Wehmeyer, Nina	9/1/2014	Phone logs, tracking forms data logs, observations, Academic Achievement	5/29/2015 one-time
G1.B1.S1.MA1	For Participation	Wehmeyer, Nina	9/1/2014	Logs	5/29/2015 one-time
G1.B1.S1.MA1	Monitoring the workshops being done with parents and giving added assistance	Wehmeyer, Nina	9/1/2014	Parent Logs and Administrative Logs	5/29/2015 one-time
G1.B2.S1.MA1	Meetings held to view behavioral plans	Wehmeyer, Nina	9/1/2014	Data forms Logs Focus BIPS FBA	6/5/2015 one-time
G1.B2.S1.MA1	Presented with Monthly logs and Focus printouts	Wehmeyer, Nina	9/1/2014	Tracking Logs ODMS and Focus	6/5/2015 one-time
G1.B3.S1.MA1	Lesson Plans Observations Student Surveys	Wehmeyer, Nina	8/25/2014	Logs lesson plans Focus evaluation Student surveys	6/5/2015 one-time
G1.B3.S1.MA1	seen in classroom instruction	Wehmeyer, Nina	8/25/2014	Observations Lesson Plans Focus evaluations Student engagement	6/5/2015 one-time
G1.B4.S1.MA1	Checking and Pulling reports	Wehmeyer, Nina	8/18/2014	district attendance record ODMS Focus	6/5/2015 one-time
G1.B4.S1.MA1	checking attendance daily for all teachers	Wehmeyer, Nina	8/18/2014	Attendance records	6/5/2015 one-time
G1.B5.S1.MA1	Student/staff surveys (survey monkey).	Wehmeyer, Nina	8/25/2014	surveys logs database	6/5/2015 one-time
G1.B5.S1.MA1	Logs kept of participants and monthly database of documented cases.	Wehmeyer, Nina	8/25/2014	Logs Database Student surveys	6/5/2015 one-time
G2.MA1	those entering those withdrawing and why	Wehmeyer, Nina	8/18/2014	Withdrawals, Registrations, Data Digging	6/5/2015 one-time
G2.B1.S1.MA1	Data Digging	Wehmeyer, Nina	8/11/2014	Data Logs ODMS Focus	6/5/2015 one-time
G2.B1.S1.MA1	Data check	Wehmeyer, Nina	8/25/2014	ODMS Logs Tracking Forms Focus	6/5/2015 one-time
G2.B2.S1.MA1	attendance of all students with absences over five in the first 20 days and/or more than 10% of the school year.	Wehmeyer, Nina	8/18/2014	attendance logs, Focus	6/5/2015 one-time
G2.B2.S1.MA1	the schoolwide attendance	Wehmeyer, Nina	8/18/2014	schoolwide attendance, Focus and logs	6/5/2015 one-time
G2.B3.S1.MA1	Use in classroom Monitoring Focus	Wehmeyer, Nina	8/18/2014	Focus and Professional Development Logs	6/5/2015 one-time
G2.B3.S1.MA1	Observations and workshops	Wehmeyer, Nina	8/18/2014	Logs and Focus	6/5/2015 one-time
G2.B4.S1.MA1	Teacher Logs Parent Logs	Wehmeyer, Nina	8/18/2014	surveys done at all events Student surveys monitoring grades	6/5/2015 one-time
G2.B4.S1.MA1	All activities involving students and parent interaction	Wehmeyer, Nina	8/18/2014	Logs Participation Surveys	6/5/2015 one-time
G2.B1.S2.MA1	student academic growth on FCAT, EOC's and Common Core assessments	Wehmeyer, Nina	8/18/2014	will be student growth in class and on assessments.	6/5/2015 one-time
G2.B1.S2.MA1	the classroom instruction and student performance will be monitored	Wehmeyer, Nina	8/18/2014	observations attendance at workshops	6/5/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Decrease the number of student absences by 10%

G1.B3 Students not engaged in the classroom

G1.B3.S1 Using Differentiated instruction in all classrooms.

PD Opportunity 1

Different ways to change up lessons and following the EAPA method of engaging students

Facilitator

Norma Evans-O'Connor

Participants

Teachers

Schedule

On 6/5/2015

G2. Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

G2.B1 Constant entering and leaving of students

G2.B1.S1 Increase Parental Contact

PD Opportunity 1

keeping logs and data sheets

Facilitator

Norma Evans-O'Connor

Participants

Teachers

Schedule

On 6/5/2015

G2.B3 Lack of fundamental skills

G2.B3.S1 Use of Star Math and Reading for assessment K-8 when entering and leaving classes and Star Reading for High School Levels 1 & 2.

PD Opportunity 1

Differentiated Instruction

Facilitator

Keith Anakotta

Participants

Teachers Professional Development

Schedule

On 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 2: Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.	26,000
Grand Total	26,000

Goal 2: Increase student engagement during instructional delivery through the use of purposeful peer-to-peer discourse.

Description	Source	Total
B1.S1.A1 - Under Parent Involvement Funds	Title I Part A	18,000
B3.S1.A1 - Data Digging part of other budget line.	Title I Part A	8,000
Total Goal 2		26,000