New Beginnings Education Center School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

New Beginnings Education Center

2599 WEST VINE ST, Kissimmee, FL 34741

www.osceolaschools.net

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

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 student success.

The 4-A's are: Attendance, Achievement, Attitude and Accountability.

Provide the school's vision statement.

New Beginnings Education Center provides a safe and comfortable environment that focuses on learning and building positive relationships. Students need to not only demonstrate their understanding of essential knowledge and skills but also develop leadership and teamwork skills that can be used both in and outside of the school.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the 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
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 has specific areas at NBEC however, her duties are not limited to those specific areas (e.g. Section 504's, Testing/Assessments, PLCs, etc.) She 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.
Edwards, David	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. Mr. Edwards is responsible for supporting Ms. Condo and assisting with the day to day operations at NBEC. Mr. Edwards has 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
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 is also responsible for 504.
Mayfield Lane, Brittany	Attendance/ Social Work	Records and Coordinates attendance and compliance with attendance policies and procedures. Follows up on absences and truancy concerns. Supports NBEC students with social and emotional support (SEL).
Infante, Julissa	Reading Coach	Literacy Coach providing teachers with ELA support for Reading and English for student success. Recommends and oversees Literacy interventions for tiered support of all students.
Condo, Ashley	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.
	Instructional Coach	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stocktake, Leadership Team, and SAC will be used to facilitate input, collaborate, and develop the SIP which includes school leadership, families, students, parents, school staff, business and community leaders.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Leadership Meetings take place once a week, as well as SAC meetings once a month to insure fidelity with the school's SIP, and make any data-driven adjustments necessary to fulfill the goals of the SIP and meet Federal and State academic standards.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School KG-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	
School Improvement Rating History	2021-22: I 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	1	2	0	2	4	5	15	29	58
One or more suspensions	1	1	1	0	3	3	7	30	22	68
Course failure in English Language Arts (ELA)	0	0	0	0	5	3	1	8	12	29
Course failure in Math	0	0	0	0	4	2	1	2	7	16
Level 1 on statewide ELA assessment	0	0	0	0	4	5	12	20	35	76
Level 1 on statewide Math assessment	0	0	0	0	3	4	14	27	31	79
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	2	0	7	7	14	30	44	105

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	1	1	1	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	2	1	3	8	18	82
Level 1 on statewide Math assessment	0	0	0	0	2	0	3	6	16	75
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	2	0	3	6	6	61

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	2	1	3	8	18	32
Level 1 on statewide Math assessment	0	0	0	0	2	0	3	6	16	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	2	0	3	6	6	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	5			7			9		
ELA Learning Gains	22			10			26		
ELA Lowest 25th Percentile				18					
Math Achievement*	0			0			8		
Math Learning Gains	20			12			34		
Math Lowest 25th Percentile				30			54		
Science Achievement*	4			0			4		
Social Studies Achievement*	2			12			11		
Middle School Acceleration									
Graduation Rate	0			0			0		
College and Career Acceleration									
ELP Progress							44		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	8
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	53
Total Components for the Federal Index	7
Percent Tested	69
Graduation Rate	0

ESSA Subgroup Data Review (pre-populated)

	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK	7	Yes	1	1
HSP	8	Yes	3	3
MUL				
PAC				
WHT				
FRL	8	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

	2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	5	22		0	20		4	2		0		
SWD												
ELL												
AMI												
ASN												
BLK	7											
HSP	13	10		0								
MUL												
PAC												
WHT												
FRL	4	19		0			9					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	7	10	18	0	12	30	0	12		0		
SWD				0								
ELL	0			0	9							
AMI												
ASN												
BLK	0	0		0	8							
HSP	6	19		0	13		0	6				
MUL												
PAC												
WHT	17	0		0								
FRL	4	9		0	10		0	14				

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	9	26		8	34	54	4	11		0		44
SWD	0	9		0	46							
ELL	8	40		7	31		0					44
AMI												
ASN												
BLK												
HSP	3	23		4	27	60	8	13				47
MUL												
PAC												
WHT	31			17								
FRL	2	15		4	32	55	4	12				46

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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 SWD. The indicated percentages were Black 5%; Hispanic 2%; and SWD 0%. SWD was 5% in the 2021/2022 school year.

In reviewing the data, NBEC noticed that the following contributing factors to low performance are: students lack of fundamental knowledge, students 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.

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

The data component that showed the greatest decline is ELA. ELA Progress Monitoring One (PM1) was at 0%, while ELA Progress Monitoring Three (PM3) increased to 6%. While this shows improvement, we were still below the State Average of 53%.

In reviewing the data, NBEC noticed the following factors that contribute to the greatest decline for ELA are: high student fluidity in enrollment, student loss of instructional time due to change in placement, student loss of teacher led instruction due to change in placement, instructional staff attempting to continue stay on pace while incoming students express lack of knowledge due to missing days of instruction, lack of student engagement within the classroom setting due to student's lack of knowledge, and students lack of fundamental foundational knowledge to comprehend grade level content and curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA 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.

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

The data component that had the most improvement was Science, which increased from 4% in 2021-2022 up to 14% in 2022-2023 - in 8th Grade and Biology.

NBEC believes that the following were contributing factors the resulted in the increase in Science: Highly

qualified teachers, district resource teachers, teacher mentors, PM data reviews in PLCs and fidelity in adhering to the curriculum maps (CUPS).

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

AVID- WICOR strategies will be implemented whole school, led by our Literacy Coach and team. 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 will be implemented into the schedule. Literacy Coach and Teacher Mentor will increase remediation opportunities for K-12. Extra PLC time will provide teachers with more time for analyzing data and developing the appropriate interventions and instructional strategies.

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

1. Increase student engagement through rigorous grade level content in every course using the ESSA and EWS data - instructional staff will focus on SIP Action Steps that assist in
creating rigorous differentiated lessons that pinpoint the building blocks needed for students in the following subgroups; Students With Disabilities, English Language Learners, Hispanic, White, and Economical Disadvantaged. With best practices instructional staff will create lessons that are focused on the above subgroups and will benefit all students.
2. Increase staff engagement and participation through PLCs using PLC and peer interaction - staff will assist each other in creating and implementing rigorous
and engaging lessons staff will increase support with each other to assist in the common goal of student achievement
3. Increase student achievement School Ratings ELA gains - goal 45 points - this will be achieved by utilizing the following: Khan Academy, Achieve 3000, SchoolCity, NWEA, STAR, Literacy Coach, Teacher Mentor, and Small Groups using pull-outs.
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.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In reviewing EWS data, NBEC identifies the following area of potential concern: ELA.
ELA 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 ELA and therefore continue to hinder student achievement in ELA/Math and earning a Level 2 or higher on statewide assessments.

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

Our goal is to increase overall attendance to 90% from 75%. The districts average is 91.4%. NBEC will increase attendance by 15 % for the school year 23-24.

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

Attendance will be monitored first on a daily basis. The attendance enforcement team (administrator included) will use 5- and 10-day letters and to meet with parents for contracts.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Interventions will consist of three full-time personnel (Attendance assistants, Graduation Success Coach and guidance secretary). They will be responsible for identifying students with chronic absenteeism, contacting homes, monitoring the consistency and accuracy of attendance, establish incentive program for perfect attendance, and develop contracts between parent and student for compliance. These personnel will be our first line of contact for families in need of services and/or recognizing the needs of the student in order to increase attendance. NBEC will also utilize Educlimber to track student data and multi-tiered system of supports.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our attendance interventions will be established early in elementary and middle school. According to Holbert, Wu & Stark, 2002, Interventions that start in elementary school are more effective in increasing attendance than starting in high school. NBEC will incorporate community liaisons such as CAT Teams, social workers, therapist, and FIT/Truancy liaison to engage students and families in our school's responsiveness to attendance, learning structures, and a collective involvement on focused student learning.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Establish policies and procedures for monitoring the four A's (Academics, Achievement, Accountability, and Attendance).

Person Responsible: Ashley Condo (ashley.condo@osceolaschools.net)

Educlimber will be used to identify Tier 3 students needing support and to analyze student data of progress towards achieving the four A's (Academics, Achievement, Accountability, and Attendance).

Person Responsible: David Edwards (david.edwards@osceolaschools.net)

Student Success Team will address attendance and academic correlation. This team will discuss absentee data that will be pulled bi-weekly and distributed amongst the team and administrators.

Graduation Success Coach will monitor interventions weekly on Wednesdays to address their progress toward the four A's (Academics, Achievement, Accountability, and Attendance).

Person Responsible: David Edwards (david.edwards@osceolaschools.net)

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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. Thus, we want to focus on learning outcomes and learning gains for ELA, Math, and Science, in the aforementioned ESSA subgroups.

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 a demonstration of high levels of achievement in ELA, Math, and Science for all students at NBEC will require a continued focus on all students, with targeted efforts for our ESSA subgroups: Black, Hispanic, and FRL population. ELA, Math, & Science focus will assist in assuring high-level instruction. NBEC ESE task force will address the needs of ESE students; MTSS & Attendance task force will address the learning needs of ESSA subgroups. NBEC integrates our Teacher Mentor, Literacy Coach and District Resource Teachers to address the needs of our subgroups in ELA, Math, and Science via aligned instruction in the classroom and small group support.

Our goal is an increase in overall student achievement (Mathematics 25%, ELA/Reading 25%, and Science 25%). Our goal for ESSA SubGroups (ESE, ELL, Hispanic, White, FRL) is to increase OVERALL Federal Index to 41%.

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

Administration, Literacy Coach, Teacher Mentors will monitor standard task alignment through:
1. planning during PLC visits
2. use of the standard alignment walkthrough form in class visits

Administration will monitor for student collaboration and engagement using AVID strategies through:
1. use of classroom walkthrough form

Person responsible for monitoring outcome:

Ashley Condo (ashley.condo@osceolaschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID Strategies will be incorporated into every classroom as an evidence-based intervention. AVID strategies help teachers to apply teaching strategies that improve critical thinking skills, academic skills, and collaboration skills, questioning skills, and note-taking skills, that increase student achievement and learning goal mastery.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to a study, "AVID for Higher Education: High Engagement Practices for Teaching and Learning," Shapiro, and Cuseo, 2018, Three decades of research have shown that AVID strategies have proven highly effective among low-income students and students with limited educational backgrounds,

and students who are racially isolated. NBEC student population and focused ESSA Subgroups fall within the same criteria as this and other studies.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Administration will provide professional development and planning support for standard task alignment through PLCs, coaching cycles and classroom observations/feedback.

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

The Literacy Coach will provide professional development for collaboration and student engagement using AVID strategies in ELA, Math, Science and Social Studies.

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

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDOC did not provide any funding allocations to individual schools; however, district support personnel are providing training and monitoring of ESSA subgroups through Educlimber. In addition to core content academic resource coaches and teachers, the ESE and Multi-Cultural departments are also supporting ATSI, CSI, and TSI schools and subgroups.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

During the September 2023 SAC meeting, NBEC School will present and discuss the SIP and the UniSIG budget will all stakeholders to gather feedback. Schools will share flyers with students and post on school website and social media at least seven days prior to the meeting in English and Spanish to announce and invite stakeholders to participate and provide input. In addition, the school will provide

translation services in Spanish, as well as the translation of other meeting documents like the agenda. The SIP and meeting documents will be disseminated via the school's website, social media, and a hard copy will be available in the school's front office. The SIP progress will be monitored during the December 2023 SAC meeting by sharing data to evaluate the progress of the plan and effectiveness of the activities and determine if an amendment is needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NBEC School plans to create a positive culture with parents, families, and stakeholders by providing several meetings throughout the school year for families to be involved in the development of the school's Parent and Family Engagement (PFEP) plan, PFEP summary/brochure, school-parent compact and use of PFEP funds for improved academic achievement. The PFEP documentation will be made available in both English and Spanish at the school as well as on the website. Notifications will be disbursed from the school through automated/reminder calls, flyers and invitations, School Advisory Committee (SAC) meetings, Parent-Teacher meetings, social media, and the school's website. Building Capacity events will be held throughout the school year inviting families to participate in learning activities specific to academic goals.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii))

NBEC School will implement Kagan Collaborative Learning Strategies to foster positive culture and environment by cultivating and stimulating positive relationship, equal participation, and active student interactions to increase student achievement by ten percent as indicated by the FAST, decrease behavior incidents by ten percent, and decrease absenteeism by five percent.

Teachers will attend a three-day training in which they will learn to:
- Effectively use data to group students and form collaborative teams
- Learn about and use the different collaborative structures to increase engagement to foster thinking, communication skills, social competence, and peer collaboration
- Integrate the collaborative structures into their lessons.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NBEC School coordinates the development of the School Improvement Plan alongside several federal, state, and local services, such as: Title I, Part A for the implementation of supplemental education for disadvantaged students; Title II, Part A for the implementation of various Professional Development opportunities to support teacher growth; Title III for the implementation of Multicultural services; Title IV, Part A for the implementation of student enrichment activities; Title IX for the implementation of and support of students and families in transition; and Perkins Careet and Technical Education for the implementation of postsecondary opportunities and experiences.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NBEC School ensures that student skills are improved outside the academic subject areas by providing several strategies, such as: the integration of supplemental paraprofessional personnel to assist with high-needs intervention areas; the incorporation of a parent liaison to build better connections with parents/families to help build their capacity to assist in their child's education; the registration of teachers to attend Professional Development conferences in areas such as Advanced Placement and IB Programs; the employment of a tiered system of supports for students that is provided by targeted MTSS strategies and personnel; etc.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$69,034.12
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			9036 - New Beginnings Education Center	UniSIG	0.9	$49,640.85

			Notes: Graduation Coach to assist with the use of EduClimber and to monitor student graduation data.			
			9036 - New Beginnings Education Center	UniSIG		$6,736.26
			Notes: Graduation Coach - Retirement benefits @ 13.57%			
			9036 - New Beginnings Education Center	UniSIG		$3,797.52
			Notes: Graduation Coach - Social Security benefits @ 7.65%			
			9036 - New Beginnings Education Center	UniSIG		$6,862.38
			Notes: Graduation Coach - Life & Medical benefits			
			9036 - New Beginnings Education Center	UniSIG		$1,997.11
			Notes: Supplies and supplemental, instructional materials to be used to enhance classroom instruction.			
2	III.B.	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$0.00**
					Total:	**$71,250.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No